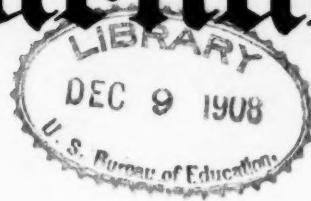


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THE AMERICAN School Board Journal

Christmas



December
1908
VOL. XXXVII, No. 6

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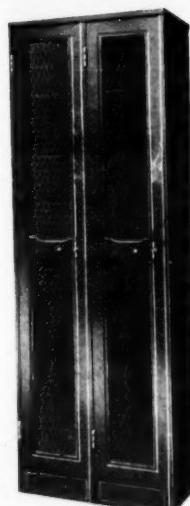
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Our Only Candidate

On Aug. 12th we recommended Prin. Raymond McFarland of Leicester, Mass., as

OUR ONLY CANDIDATE

for the vice-principalship of the high school at Ithaca, N. Y. On August 18th he came to Albany for a personal interview with Supt. Boynton, and on the 20th he received a telegram announcing his election to the position.

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School Board Journal

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MILWAUKEE — New York — Chicago, DECEMBER, 1908

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WILL HE TAKE HEED?

The Educational Commissions in Pennsylvania, Illinois, Iowa and several other states have prepared complete school codes for enactment by their respective legislatures.



Teachers' Salaries and Pensions.

A school teacher after retirement upon pension who was never removed nor reduced in rank, is not compelled to resort to mandamus for reinstatement before enforcing her right to back salary and pension to which she is entitled.—*Moore vs. Board of Education of City of New York*, 106 N. Y. S. 983, N. Y. Sup.

The Greater New York charter (Laws 1897, p. 404, c. 378, § 1117) provided that all public school teachers in any part of the city of Greater New York should continue to hold their positions and be entitled to such compensation as was then provided by the various school boards, subject to a reassignment or to removal for cause. *Held*, that this section operated to permanently protect teachers appointed either before or after the passage of the act in the tenure of their positions, unless removed or reassigned for cause, and in the manner provided by law.—*Moore v. Board of Education of City of New York* (as above).

A principal of a private school and a city high school, which were administered together, was originally elected at a salary of \$2,000. He received an annual notice from the school committee of the city stating his salary to be \$1,600, this sum representing, however, only the amount paid by the city, while the difference had been regularly paid him by the trustees of the private school. It did not appear that he knew that he could not be retained by the school committee without the approval of the trustees. He was indirectly notified of the opposition of the trustees to his re-election, but was informed by the city solicitor that his re-election was valid. The trustees notified the committee that they would not pay any part of his salary, but he testified that he was unaware thereof. He conducted the school as usual, some of the trustees being in attendance from time to time. At the close of the school, in the presence of the secretary of the trustees, he signed and presented the diplomas, which also bore the signatures of the trustees. *Held*, that notwithstanding his monthly bills remained unpaid, and in response to demands for payment, the secretary then called his attention to the vote of the trustees not to pay him, the evidence warranted a finding that the trustees, with a full knowledge of the circumstances, accepted his services, knowing they were not intended to be gratuitous, and the case was properly submitted to the jury.—*Dickey v. Trustees of Putnam Free School*, 84 N. E. 140 (Mass. 1908).

School Districts.

Chapter 124, paragraphs 70-71, of the acts of the 29th Texas legislature, vests trustees of school districts with the management of public schools, and empowers them to determine the number and manner of maintenance of the schools, where they shall be located and when they shall be opened and closed. Section 25 (page 271) provides that the superintendent of public instruction shall administer the school laws, and shall determine the appeals from subordinate school officers, and all such officers shall conform to the decisions, unless reversed by the State Board of Education. After the funds of a certain school district had been apportioned between the two schools therein, and the schools had been conducted for a part of the year, the majority of the trustees consolidated the two schools, and

applied all of the funds to the maintenance of one of them, and this action was brought by taxpayers of the school, which was abolished by the consolidation, to recover the sum apportioned to maintain the school which was abolished, and trustees of another county claiming to be trustees of a new district created, which embraced the school which was abolished, on the consolidation, intervened as plaintiffs, claiming the funds which had been apportioned for use by the school which was abolished. *Held*, that the abolition of the school and consolidation of it with another school was a matter for the trustees, and plaintiffs could not resort to the courts for relief until they had exhausted their remedy by appeal to the superintendent of public instruction.—*McCollum vs. Adams*, 110 S. W. 526, Tex. Civ. App.

Even if it had been impossible to obtain a ruling of the superintendent of public instruction, upon the action of the trustees in abolishing the school, in time to obtain for the children of the school abolished the benefit of the funds in controversy, plaintiff's remedy was an appeal to the superintendent, and an injunction to restrain defendants from using the funds pending the appeal.—*McCollum vs. Adams* (as above).

Chapter 305, paragraph 1, of the Kansas laws of 1901, providing that, wherever the inhabitants of two or more adjacent school districts desire to unite in a single school district, the clerks of the several districts shall, on the application prescribed, call a meeting of the voters of such districts at their respective school-houses, and that, if a majority of the voters in each district shall vote to unite, the clerks shall notify the county superintendent, contemplates that all districts proposing to disorganize and consolidate must vote on the same proposition, which must carry in all or fail.—*Gardner vs. State*, 95 P. 588; *Deng vs. Lamb*, Id. 592, Kans.

RULES AND REGULATIONS.

Minneapolis, Minn. The school board has adopted a rule that the clerk attend all meetings of committees, as well as of the entire board, and keep a complete record of all proceedings. Minutes must be read and adopted. The new rules are the result of charges of petty graft and irregularities in the conduct of business.

Columbus, O. The exchange of gifts between teachers, pupils, principals and other school employes has been prohibited by a new rule of the board of education. The action was taken in the interest of those who cannot afford to make presents, and also to prevent possible favoritism.

Harrisburg, Pa. A rule is under consideration that will permit half-day sessions in the primary grades from June 1 to the end of the school year.

Waukesha, Wis. To control and restrict dancing by the pupils of the high school, the school board has taken action that the pupils may dance in the "gym" not oftener than once a month, and not later than eleven o'clock. At class parties dancing may occupy only one-half of the time. The dancing will be strictly under the supervision of some member of the faculty, and only students and alumni may attend. The school board and the faculty members believe that by giving the children opportunity to dance occasionally under good influences they may be prevented from going to objectionable dances.

Burlington, Ia. A new rule has been adopted to apply in cases of absence of teachers when the employment of substitutes is necessary. The rule reads:



DR. CHARLES W. ELIOT
President of Harvard University, who has announced his resignation

"It shall be the duty of every teacher who may be absent from school on any account whatever, to cause immediate notice of such absence to be given to the superintendent, who is hereby authorized to employ substitutes for such absentees. The wages of such substitutes shall be \$2.00 per day for the grades and \$2.50 per day for the high school. The district shall pay all substitutes, deducting the amount from the absent teacher's salary, excepting when the absence is caused by the teacher's own illness, when the district will pay one-half the substitute's wages. An absence without reasonable excuse, or for more than one school month, may be deemed equivalent to a resignation, at the option of the board. All teachers when absent from school shall forfeit their salary during the continuance of such absence, except when the absence is occasioned by the illness of the teacher; by the severe illness of some member of his family, or by the death of some near relative. Compensation shall cease after an absence of four weeks. Requests for substitutes must be prompt, stating reasons therefor, and length of time, when possible."

The San Antonio, Texas, school board has passed a rule requiring students of chemistry to make a deposit of fifty cents at the opening of each school year to cover the cost of chemicals used and \$1.00 for possible breakage. The latter may be refunded.



Not That.

School Director (to teacher)—We were thinking of putting up a motto over your desk to encourage the children. What do you say? How would "Knowledge is Wealth" do?

Teacher—That wouldn't do at all. The children know how small my salary is.

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The Relation of the Grammar School to the High School

By Prof. N. A. HARVEY, Ypsilanti, Mich.

That a problem is involved in the statement of this topic is indicated by the fact that a smaller percentage of pupils attend the high school than we may be justified in expecting to find there. Less than five per cent of the total attendance upon the public school is to be found in the high school. If we take into account the fact that the high school course is four years, while that of the elementary school is eight, we shall have a means of accounting for a portion of the discrepancy. If no pupil ever dropped out of school after entering the primary grade until he had completed the course in the high school, there would be just fifty per cent as many pupils in the high school as there are in the elementary grades. If we allow that there are just and valid reasons for the absence of one-half of those who drop out of school, we shall find that the number in the high school ought to be twenty-five per cent of those in the elementary school. That is, twenty per cent of the pupils in the public schools ought to be found in the high school, instead of 4.3 per cent, as at present.

It is quite commonly assumed that the relation between grammar grades and the high school, either in the teaching, in the subjects taught, or in the method by which the high school work is joined on to the elementary work, is an important factor in deterring a large number of students from attending the high school after the work of the elementary grades has been completed. Some of the criticisms made upon the elementary school when such a topic is discussed may be stated as follows: The subjects taught in the elementary work are not the kind of subjects that will prepare pupils to do the work of the high school properly. Especially is this true in language, and the conclusion is drawn that language, particularly Latin or German, should be begun in the grammar grades. Arithmetic in the grammar grades is not taught in such a way as to render the transition to algebra in the high school easy and natural. Therefore, the teaching of arithmetic should be more closely correlated to that of algebra, or algebra should be begun in the grades. Science is difficult in many cases for the high school pupil, but if science were properly begun in the grades the scientific work in the high school would be easy and attractive.

Grammar Commencement Valuable.

It is also commonly assumed that there is a marked hiatus between the work of the high school and that of the grammar grades, which is with difficulty passed over by the elementary school pupil. This hiatus is due rather to the organization of the school than to anything in the nature of the teaching or the subjects pursued. It is believed that such functions as commencement exercises and grammar school diplomas accentuate the distinction and make grammar school pupils feel that they have reached the end of their school career, thereby diminishing the disposition to attend the high school. To overcome this tendency, it is proposed that grammar grade commencements be abolished, and that the distinction between the grammar school and the high school be disregarded as completely as possible; that we should speak of the twelve grades of the school rather than to designate one part of it as the grammar school and the other part as the high school. It must be considered, however, that grammar grade commencements are designed as a device

to induce the attendance of the grammar grade pupils until they complete the grade, rather than to detract from attendance upon the high school. It is probable that many pupils who would leave school in the fifth or sixth grades are induced to attend the grammar school by means of the devices of commencement and diplomas, until that amount of work is completed. The same argument for dropping grammar grade commencement exercises would apply with equal force to the high school commencement, since it is equally true that the high school commencement implies that the pupil has finished his work, and he is thereby rendered less likely to go to college. It is doubtful if the advice, regarding the dropping of grammar grade commencement exercises, is good, and certainly it has little to commend it.

Some Unjust Criticisms.

It is also sometimes charged that the teaching in the grammar grades is so poorly done that pupils find the work of the high school difficult. That their preparation is inadequate, their knowledge of subject matter limited, their apprehension of study problems vague, and their thinking capacity feeble. It may be that grammar grade teaching is susceptible of much improvement, but, it is in all probability, quite up to the average of teaching in the high school. Even though the teaching in the grammar school were absolutely ideal, the laws of memory, or the laws of forgetting, would justify us in predicting that the same criticisms of lack of knowledge would still be maintained.

So far as I am able to see, none of the solutions of the problem have reached to the heart of the matter, and the greater number of criticisms made upon the grammar schools are beside the point. Most of the recommendations made to the grammar schools are either positively vicious and wrong, or refer to things not involved in the problem. After the pupil has entered the high school, the high school still has the problem on its hands of keeping him there until he finishes the high school course. The fact that less than twelve per cent of the students in high schools are in the graduating class in any one year implies that the high school itself finds it difficult to hold its pupils. Part of this responsibility for the elimination of high school pupils is thrown back upon the inadequate preparation for high school work that is given in the grammar schools, but it is done with very slight jurisdiction. It is not the purpose of the present paper to discuss the matter from the side of the high school, but to search for the fundamental element of the problem itself, and to determine what the grammar school may do towards its solution.

Changes in Child's Nature.

In the first place, the division of the school course into high school and elementary school work is natural and just. It has its origin in the nature of the child, and is a recognition, generally, an unconscious one, of the change that occurs in child nature at the transition time between the elementary and the high school period. The transition from the elementary school to the high school period corresponds, and ought to be made to correspond more closely than it does, to the transition from childhood to adolescent growth. Rapid growth of body, great physiological changes, enormous increase in blood pressure, rapid formation of cellular brain connections, and the development of new instincts and different methods of

thought, are associated with the change from elementary school work to that of the high school.

The elementary school pupil demands one kind of discipline, both with respect to his behavior and to his school studies. He needs to be directed, coerced, to feel the manifestations of a power greater than himself, and to be directed and led into such of his mental acquisitions. The adolescent youth needs to be brought into a condition of rationalization, where he may direct his own actions and choose his own course, by and with the advice and consent of others certainly, but the initiative must be his own. The child is self-centered, the youth is social. The child depends upon authority, the youth must feel the impulse to action arising within himself. The child is antagonistic and pugnacious, the youth is social and co-operative. The child is an actual or constructive criminal, while if the youth is a criminal, it is a manifestation of retarded development.

There must of necessity, then, be this hiatus between the work of the grammar grades and the high school, which we already recognize and which we frequently minimize and try to make disappear. It is much wiser to recognize its inevitability, and to adjust ourselves to the natural conditions of the child's physical and mental nature, than it is to fail to recognize it, and vainly imagine that the experience of a child in one stage is proper and advisable for a youth in the other.

Grammar Teacher's Influence.

The first thing that is necessary is for the grammar grade teacher to recognize the changes that the pupil undergoes. The heightened blood pressure, the consequent rapidity of growth, the multiplication of association fibers in the brain tissue, the changed outlook upon life and the strange inquiries that the soul makes of itself, demands a skill and accuracy of treatment that is not demanded in any other department of school work.

The adolescent changes occur, generally, in the years that are allotted to grammar school work. The transition from childhood to adolescence occurs, in nearly all cases, between the ages of eleven and fourteen. There is a wide variation in both girls and boys, so that in the same room and of the same age, there may be children manifesting all stages of this process, from the child in whom the adolescent changes have not begun to the youth in whom they have become thoroughly established. The result is a problem of tremendous complexity for the grammar grade teacher. By the time the pupil has entered the high school, the changes have been completed in nearly all cases, and the youth has begun to adjust himself to the new feelings, aspirations, physical conditions and standards of living. It will be seen then that the grammar grade teacher stands at the point in the child's life when there is the greatest stress and strain, the greatest turmoil and bewilderment, the greatest danger and the greatest distress. What is demanded of the grammar grade teacher is some method of procedure that shall reach to the heart of the whole situation. Tentative and superficial measures are unworthy of suggestion.

Sympathy and Knowledge Necessary.

In the most general way, it may be said that the first that the child needs is the sympathy of the teacher. The teacher must be sympathetic, and by this, I mean that the teacher

must understand the child in his thoughts, his feelings and his aspirations. The teacher must have such a knowledge of adolescent nature that she will not be surprised at the most astonishing and bewildering attitudes upon the part of the pupil. The teacher must be so constituted that she can overlook many vagaries of behavior and many non-conformities with school processes, for these are likely to be the result of the new spirit that is stirring within. Inflexibility of school regulation is likely to prove disastrous to the future success of many adolescent children. Each child is more completely individualizing himself than ever before, and it is the most important business of the teacher to respect and to assist this individualizing process.

All this time, too, there must be held before the mind of the teacher the ideal man or woman which this child is to become. This ideal, held before the mind of the teacher, works itself out in actions, is expressed unconsciously in a hundred ways, becomes the suggestion to the children, which by the inevitable process of imitation incarnates itself in the lives and characters of the children. It constitutes the motive to their actions, and determines largely what they will become. I believe that this is the most important thing that can be said concerning the work of the teacher in the grammar grades.

The Teacher's Influence.

But what is the application of this principle to high school work? The grammar school teacher is largely responsible for sending the pupil to the high school. If one of the ele-

ments in the ideal character which the teacher holds in mind as a motive of actuation to the children involves the greater scholarship that is implied in high school work, nothing can keep the children from determining to go there. If attendance upon the high school constitutes an element in the ethical atmosphere in which the grammar school days of the pupil are spent, it would be difficult to prevent his going. If one of the ambitions of the teacher is to have the largest percentage of her children enter the high school, the number entering the high schools next fall would render the present high school facilities utterly inadequate. If, however, the grammar grade teacher can see in imagination her pupils no farther than grammar grade graduation, it must be some other than the teacher's influence that leads them into the high school.

The breaking down of the distinction between the high school and the grammar grades, which is the purpose of many suggestions offered in the case, can be accomplished in a legitimate way only by and through the understanding of the grammar grade teacher. Teaching of Latin or algebra or other high school subjects in the grammar grades will not necessarily enrich the course of study. Neither will it bring the high school nearer, nor prepare the pupil to accomplish more successfully the work of the high school. The course of study has been enriched, and needs to be enriched more, but such enrichment must come in consequence of making the school work conform more closely than it has ever done before to the ideal of the community in which the school is located. Not conformity to the

high school standard, but conformity to the ideal life, enriches the course of study. The interest of the pupil depends upon the clearness of vision with which he perceives the relation between his school work and the life that he must lead.

High School Studies.

There is even something of an advantage in making the subjects pursued in the high school absolutely different from anything in the grades that have preceded. Not only does the subject so undertaken possess the element of newness and so appeal to the interest or wonder, but the teacher is less likely to misjudge the amount of knowledge of the subject that the pupil already has, and so is likely to adjust his teaching to the pupil's state of mind with a greater degree of accuracy. It is a poor teacher or a very egotistic one who feels that he would rather have pupils come to him knowing nothing about the subject, but such is the condition in which very frequently better teaching will be done. The high school teacher many times thinks that the pupils ought to know some things, which perhaps once they did know, but which it is very natural and perfectly consistent with good intellect and with previous good teaching that now they do not know.

The thing that is best for the child in his present situation is the thing that must be taught in the grammar grades. It is as pernicious for the high school to dominate the grammar grade course of study as it is for the university to dominate that of the high school.

(Concluded on Page 19)

THE MOVEMENT FOR INDUSTRIAL EDUCATION

By Prof. ORLAND D. WEEKS, Head of Department of Education, North Dakota Agricultural College, Fargo.

The movement for industrial education is a movement on the part of education to adjust itself to social needs. Years ago the law student secured his education in the office of a lawyer. There were no telephones, no street cars, few distractions. The old lawyer had infinite leisure, and the law clerk gained his education without difficulty in the office. Years ago the apprentice system enabled young men to get an industrial education. Under this system the youth was able to gain a knowledge of the whole process, be it making shoes, printing, wagon building or other trade.

Times have so changed that it is impossible for the young man today to get a good general industrial education except in school. There is such a thing as "stealing a trade." Here the young man gets a job for which he is not yet fitted. He works away in a blundering fashion, spoiling materials, until the foreman discharges him. Then he goes to another factory and repeats the process. After doing the same thing over and over he finally becomes able to hold a job, but is not well educated in an all round way.

"Job Education" Unsatisfactory.

We are compelled to admit that the education of the job is not a good industrial education. Suppose a boy becomes a helper or clerk in an express office. The education which he gets from the job is a poor one. Self-made men sometimes say that the job education is the best education. Either these men have in mind the old type job education, that really did approximate an all round training, or they have an exceedingly narrow conception of education.

On the one hand opportunities for securing industrial education through the job have steadily decreased, and, on the other hand, the schools have been very slow about providing in-

dustrial education. As a result the training of the producer—training for industrial relations—is not being well accomplished anywhere, except in a limited number of special institutions. The general public school system has little as yet to offer to the boy who is to take his place in the industrial world.

What are the results? Some time ago in Massachusetts 25,000 boys and girls between the ages of 14 and 16 were found out of school and either idle or employed at petty, unremunerative tasks that led nowhere. In North Dakota every fall there appear hundreds of men between the ages of 18 and 50—men of strong muscles and good intelligence—who have never received proper education for industry. They come to work in the harvest fields. They represent unskilled labor. They are floaters from occupation to occupation. They are the first to be discharged wherever they work and are not satisfactory to themselves or to society. Thousands and thousands of men and women in this country, both young and old, are of this general type. What a loss to the productive power of society is here represented!

The Remedy Necessary.

Educators are waking up to the fact that the school system has not kept pace with the changes in industry. There has not been enough education for production, a fundamental economic process. Both from the standpoint of the youth who is to be prepared for a place in industrial affairs and from the standpoint of society, which is interested in securing a large production of wealth for the advancement of civilization, there has been too little industrial education.

Proposed remedies are trade schools of high school grade for the manufacturing industries,

and for agriculture the agricultural high school. The danger in the wholesale adoption of these schools in their intensive form is that they may train only in industrial processes, whereas the young men and women are also citizens under civic and other relations. A fair number of such schools for experimental purposes are much to be desired. But, for the coming type of high school for the youth of the land, a better type of high school is that which contains an industrial element and in addition those other lines of study which supplement training for production. The high schools should embrace manufacturing and agricultural elements corresponding to the part played in society by the great agricultural and manufacturing industries, but we are not ready to exclude all but the industrial subjects from our high schools. The interests of democracy require the introduction of industrial teaching into our high schools and none the less the development of other educational subject matter as well.

How shall the reform proceed? Put into existing high schools the industrial element in the shape of elementary agriculture, domestic science, manual training (another name for elementary manufacturing) and related work; secure the presence in the high schools of teachers who can present old subjects in a more vital way, and who can teach industrial subject matter and processes.

Good Teachers Needed.

It is not too much to say that everything now hinges on the kind of teacher. Subjects remain mere names in the curriculum unless there is the competent teacher to interpret them. American education, which has heretofore proceeded on the principle of the greatest cheap-

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School Hygiene: A Factor in Public Advancement

By PIERCE KINTZING, B. Sc., M. D. Baltimore, Md.

Herbert Spencer, in one short, pregnant sentence, tells us that the function of education is to prepare us for complete living, but, I take it, the object of the school is twofold—to educate and to make good citizens. If it be true that the hand that rocks the cradle moves the world, it is no less true that one who trains the mind moulds the nation. It would require no deep research into history to demonstrate that the most highly educated are not necessarily the best citizens of a nation, for oftentimes, alas, such have proved to be their countries' worst enemies. On the other hand, all civilized communities have assumed that education—mental upreaching—makes for good citizenship, and to further that object have expended millions upon millions of the people's money.

It is not my purpose to inquire whether results have been commensurate with this outlay, but rather to examine into that side of school evolution which most nearly concerns the physician, as the care-taker of the mental and physical well-being of the populace; I mean the application of health-giving and health-conserving principles to that vast and valuable body of our population: the scholar, during the most vital and important time of his life, the development period.

That the question is of tremendous importance is shown by the fact that it has engrossed the intellects of some of the best and brightest of the old and the new world's scholars.

It would be interesting, and by no means uninteresting, briefly to review the history and trace the development of school hygiene from its primitive beginnings to its present promise of perfection. Sweden was one of the first countries to concern itself, as a nation, with the subject, and to bring the physician and his art into direct relationship with the school and the scholar.

The Beginnings of Hygiene.

The first international movement had its beginning at the Continental Education Congress held in Geneva, in 1882, but the demands of this body, says Eulenberg, were so radical, viewed from the standpoint of that day, that little was gained save the opposition of the ignorant and the prejudice of the general populace, thus defeating for a time, a laudable purpose.

About five years after the congress referred to, the Kultus-minister of Prussia, in conjunction with a deputation from the Prussian medical societies, met for the consideration of these questions: I, Plans for new schools, suitable neighborhoods, playgrounds. II, Air, light, water supply, heat and ventilation. III, Interiors, seats, teaching methods. The report of this committee contained a recommendation that the general health of the scholar be inquired into at the commencement of each session. Here we see the beginning of medical inspection as applied to the school.

While an analysis of the above subjects shows that many are purely questions of general hygiene and public health, yet others have a positive bearing upon our subject, and although the functions of this committee were limited to recommending reforms, yet herein we see the distinct onmarch of public opinion. The indifferent stage was passing or past.

In 1895 a royal commission was appointed in Wiesbaden to examine and report upon the hygienic state of the schools, and to formulate corrective measures. As an outcome, physicians were appointed to examine scholars before their

admission into the schools, and the following year fortnightly visits were enjoined, and rules defining the duties of examiners were enacted. The measure proved so satisfactory that Prussia, in 1896, adopted practically the same system.

That the Germans are tenacious of purpose in the highest degree, none will deny; that this tenacity is occasionally misdirected may also be asserted, but when it embodies a good purpose, results are sure to be achieved. So today, in matters of school hygiene, we look to Germany for light.

American Progress Recent.

In our own country, until recently, progress in advanced school hygiene was slow, spasmodic and uncertain, and the reason was not far to seek. In the development of any country, necessities take precedence over luxuries, and it is easy to conceive of the state of mind wherein the struggling pioneer relegates to the luxury class not only the modern accessories of education, but even instruction itself.

I, myself, acquired the rudiments of book knowledge in a one-room log school house, some thirty feet square, built flat upon the ground, lighted by four small windows, warmed by a wood burner. The little boys sat near the stove and baked; the larger pupils in the corners were permitted to warm themselves by shivering whenever the temperature dropped.

Sanitary arrangements were unknown—temperature was regulated by the red corpuscles of the teacher. If he were anaemic—and anaemia was not seldom an index of fitness—the stove was kept red hot. The single tin water cup was passed from mouth to mouth at intervals, by the teacher's favorite, and the dust from the blackboard vied with the smoke for precedence. The room was never swept unless the teacher or one of the older female scholars had a fit of mental aberration or a store of pent up energy to discharge. But why dwell upon those bygone horrors!

We have emerged from the darkness and chaos of that period, and are tending toward the light. Looking backward upon its recentness, measuring thereby our advancement, it would seem that all that could be accomplished in that short space of time has been done. But not so—we have not reached the summit of advancement in any field whatsoever, until our attainments are coincident with the knowledge of our wants, until our ideals are realities, until subjective and objective coalesce; and, measured by this standard, today we are laggards.

Politics a Cause.

And why? Not by reason of lack of desire. Not because of lack of expert knowledge—experts are obtainable. Not because of poverty—the public waste would more than suffice.

Two elements lie at the foundation of this question, as they do at the root of most problems of public policy: 1st, party politics. Partisanship is more to blame than ignorance or poverty. But more culpable than either is the 2d: public indifference—that stupendous Trojan wall of indifference which the soldier of science or the valiant disciple of advancement vainly strives to scale.

Even the forefather knew that the school house of his day was inadequate—a disgrace—and there were not lacking means nor knowledge to have remedied the evil. Neither ignorance nor poverty, therefore, was at the root of the matter. It was crass indifference!

So, today, are our school houses commensurate with our requirements? Is our excess

money used for better purpose—is a sufficient sum not available for this object? Do we know no better? Unless all these questions can be satisfactorily answered, it cannot be charged that lack of knowledge, or good intent, or means, is the cause of the deficiency, but that, radically, it is public indifference, which means public stupidity. And as long as a single politician, in the American acceptation of that word, graces (?) our school boards, we are repairing the walls of Troy. We are building the hopeless towers of Ilium.

But I will spare you a tirade, only emphasizing the fact that the school is rapidly being lifted out of politics. Largely, this result has been brought about by the school itself. As it made better citizens, it established a higher order of citizenship, which, Pandora-like, spread beyond its immediate confines, resulting in an uplifting influence, that, with gathering momentum, will be felt more and more in the future.

A leading Baltimore newspaper, commenting recently upon past and present state of affairs, said: "But a few years ago Baltimore teachers were appointed, not by reason of fitness, but through political pull." And, I may add, that school commissioners were then upon a level with the teacher. What could be hoped for under such regime?

Forces for Improvement.

Now we are approaching the era of ideal school boards—ladies and gentlemen of practical experience and education. Our boards will never attain perfection until they universally include men and women of sufficient leisure to devote the necessary time to the arduous duties without sacrifice of business interests, and of sufficient wealth to be able to serve wholly gratuitously, to be above the sordid temptations that have beset the path in times past. A little thought will convince you that a poor man, honorable and efficient though he may be, can not afford the time thus to serve his fellows.

It may be commented, perhaps, that I have strayed from my subject, but not so; in order to arrive at a just estimate of the advancement resulting from the bettering of the hygiene of the school it is necessary to consider the forces that have hindered as well as those that have aided that betterment.

The greatest force for advancement has been the little bodies of earnest thinkers that grow up in various countries, which with heart and soul championed the cause of the helpless scholar, thereby interesting progressive thought, enlisting philanthropy or creating healthy public sentiment. Such moving spirits were Axel Keys of Sweden, Netolitzky of Germany, Bodowich of Boston, and Porter of St. Louis.

Physical and Mental Development.

Today, the ideal type of manhood is a well-developed mind in a well-developed body, and it probably will not occur to any one that this idea ever should have been seriously controverted. Yet a glance into the past is illuminating, if not convincing.

When fighting was the chief business of men, scant attention was given to mental training, save in the art of war. Learning was relegated to the priesthood, and priest meant lack of physical courage. Physical prowess meant fighting courage. Ancient Rome has left us as monuments her arenas, not her colleges. Greece has left her temples, not her school houses. "Then followed the Dark Ages, with its exaggerated contempt for all things physical, its exaltation

(Continued on Page 29)

School Room Hygiene

THE PUBLIC SCHOOLS AND THE HEALTH OF THE NATION.

Dr. Henry B. Ward, University of Nebraska.

Emerson says the first wealth is health, and President Roosevelt proclaims that our national health is physically our greatest national asset. Race homicide is worse than race suicide. The American people face today four great unnecessary wastes—from preventable death, from preventable sickness, from preventable degeneration and inefficiency, and from preventable ignorance. Through the latter we must reach the first three. The importance of the question may be judged from a single instance. Tuberculosis is a preventable disease; it costs annually the state of Nebraska \$5,000,000.00, the state of New York \$100,000,000.00, and the United States \$1,000,000,000.00. To save even one-quarter of this waste will justify an investment for the state of Nebraska of \$20,000,000.00. To bring the question nearer home, unless conditions are improved before 1925, the city of Lincoln will sacrifice 2,000 children to tuberculosis, and the state of Nebraska will lose 75,000 from this cause.

The state has made education compulsory, consequently it has assumed the duty (1) of making the conditions in the public schools hygienic, (2) of making known to the children and the homes those physical defects which hamper progress, (3) of insuring children in the schools protection against acquiring disease from others. New York City, through its Bureau of Child Hygiene, has examined 600,000 children in four years; over 80 per cent were found to possess remediable physical defects; less than 4 per cent of the parents offered any objection to correcting these defects when the matter was called to their attention. The present conditions are due to ignorance. Their improvement will be brought about through education. The proper agency is the educational system of the land, the public schools. The line of attack is three-fold: First, proper consideration for school hygiene in construction and management, that the scholars may be given the most helpful and effective surroundings; second, through medical inspection, so that children in the home may know what defects limit their progress; third, through the exaltation of hygiene to a primary place among school subjects. Its fundamental importance demands that teachers be properly trained and the subject be effectively presented, not as a memoriter exercise concerning anatomical details, but with a view to teaching pupils a proper mode of life in order to secure the greatest efficiency. The education of the children to correct habits means the regulation of conduct in the coming generation and the gradual, but sure, elimination of preventable diseases. Whether viewed from the economic standpoint and expressed in cold calculations of dollars and cents, or from the humanitarian point of view and reckoned in relief from sorrow and suffering, there can be no more important and more profitable work than the prevention of premature death and the promotion of physical health among children of our land.

SCHOOL NURSES IN CHICAGO.

A corps of forty trained nurses to assist the medical inspectors has been assigned to the elementary schools of Chicago. The city has been divided into ten districts, each in charge of four nurses, who operate from a centrally lo-

cated school, at which they make their headquarters and hold a daily meeting.

The rules formulated for the nurses by the board of health provide that they visit schools daily and make routine inspections of hair, eyes, skin and throats of pupils. They must find out from the school inspector's record cards the names and addresses of pupils excluded on account of some contagious disease, and those found defective who have been advised to seek treatment.

All cases, except pediculosis, must be referred to the school medical inspector for diagnosis and disposal. A list of such is to be left for the medical inspector each day. Failure on the part of the latter to make a diagnosis on his next visit must be reported to the health department.

The nurses are prohibited to treat any case before the diagnosis of the doctor has been made. Emergency treatment, as for cuts, burns or skin wounds, may be given once by the nurse, if necessary, and the parents then advised how to continue, or have the child placed in the care of a doctor.

Children with marked physical defects, such as those requiring glasses, or suffering from enlarged tonsils, adenoids or nervous diseases, who have been advised by the school medical inspector to seek medical advice, are visited by the nurse at their homes. In case treatment has not been begun the nurse assigned will advise medical attention. Treatment for favus, scabies and pediculosis may be advised or administered by the nurse at the home.

Where operation or treatment is indicated and the family is not able to pay for treatment, the child's father or mother is advised by the nurse to go to a free dispensary or hospital with the child. If not possible for them to do so, the nurse can accompany the child, provided the parents give a written request that she may do so.

A few contagious diseases may be treated by the school nurse after a diagnosis has been made by the doctor, provided the parents are not able to employ a doctor or fail to place the child under treatment. The diseases to be treated and the methods to be used by the nurses in treating them are as follows:

Pediculosis—Mix equal parts of kerosene oil and olive oil and rub the mixture well into the scalp. Then with a piece of muslin cover the hair and fasten it about the head. Do not bring the head in contact with a lighted gas jet or flame of any kind. The following morning wash the scalp well with soap and hot water and vinegar. Then use a fine toothed comb wet in vinegar to remove "nits." Dry the hair thoroughly with a towel. Repeat this two or three times.

Favus, Ringworm or Scalp, Mild Cases—Scrub with Tr. Green Soap, epilate, cover with flexible collodion. In severe cases paint with Tr. Iodine before applying collodion.

Ringworm of Face-Body—Wash with Tr. Green Soap and cover with flexible collodion. In persistent cases paint with Tr. Iodine.

Scabies—Scrub with Tr. Green Soap, apply sulphur ointment.

Impetigo—Remove crusts with Tr. Green Soap, apply White Precipitate Ointment, 16 to 20 per cent strength.

Mitchell, S. D. The school board has issued stringent orders against the use of tobacco in any form by the boys in the schools.

SCHOOL HYGIENE NOTES.

Cedar Rapids, Ia. The course in physiology has been thoroughly revised to accord with the present trend of thought on the subject. "Emphasis is laid upon hygiene rather than anatomical structure, and in the lower grades more especially upon personal hygiene—those things which involve the child's own action, with a view of the formation of correct physical habits. For example, detailed instruction is given in correct body position, proper breathing and exercises in lung development, how to get pure air, how air is contaminated, the health of the skin, dust and its relation to disease conveyance, cleanliness, care of the eyes, ears, teeth, etc. These lessons are related as far as possible to the child's environment.

In the higher grades and in the high school, in addition to the teaching of personal hygiene, instruction is given in public hygiene and sanitation. This work includes such subjects as cleaning of streets, dust and its relation to microbe diseases, especially typhoid fever and tuberculosis, drinking water and ice supplies, pure food, food inspection, milk supplies and milk inspection, together with consideration of national, state and city laws relating thereto. Every effort is made to make the study practical by connecting it with the daily experience of young people. Opportunity is afforded the child to become acquainted with the laws governing specific cases that come under this observation.

In the seventh and eighth grades, special attention is given to the subject of tuberculosis, its causes and how it may be spread, and hygiene in treatment of the disease.

At a meeting of the principals of the city schools it was announced by Supt. McConnel, in view of the tuberculosis campaign about to be inaugurated here, that the subject would be taken up in the two higher grades of the grammar school during the next two weeks. It is the judgment of the superintendent and principals that the time is opportune for such work, and that much may be done by the schools to arouse interest in this city in the fight against the white plague.

Indianapolis, Ind. Every child in the public schools must own its drinking cup under an order of the board of education. The public cups have been removed from all buildings.

Tampa, Fla. With the co-operation of a number of oculists, Supt. W. B. Dickinson has begun an inspection of the eyes, ears and throats of the children in all the county schools.

St. Louis, Mo. A fever thermometer is included in every "First Aid" medicine case in the public schools, in addition to an assortment of bandages, adhesive plaster, antiseptic solution and absorbent cotton.

Auburn, Me. A new rule has been adopted to guard against the spread of contagious diseases. It reads:

"No person known to be affected with mumps, chicken pox, whooping cough, or any other contagious or infectious disease, shall be received or retained in any school. No person who is a member of a household in which a person is sick with the smallpox, diphtheria, scarlet fever, or measles, or of a household exposed to contagion from a household as aforesaid, shall attend any public school until the teacher has been furnished with a certificate from the board of health stating that danger of conveying such disease by such person has passed."

Teachers in the public schools of New York City will not be prohibited from interesting themselves in the election of officials who will further their interests in the way of legislation. A proposed rule forbidding "electioneering" on the part of teachers was defeated.

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Among Superintendents

COURSES OF STUDY.

By Supt. J. H. Phillips, Birmingham, Ala.

Next to the teachers, the course of study is the most vitally essential factor in the modern school. A course of study to be of real value must be in a constant state of development. Whenever it ceases to require changing, it is dead. All human activities during the past twenty years have seen radical changes in their character and methods. A "fixed idea" in educational polity is no more desirable or profitable than in the industrial or commercial sphere. The fundamental principles of educational work continue unchanged, but the methods of applying these principles and the lines of emphasis are constantly changing. The spirit of the age requires the modification of old methods and their adjustment to the ever changing conditions that present themselves in the industrial, commercial and social life of the individual. The school curriculum is an attempt to present an adequate summary of the needs of the child as a citizen and a member of society. In the interpretation and formal statement of these needs it is not to be expected that there shall be entire agreement even among experts.

The curriculum of the school may be broadly divided into two great divisions. The first division consists of those time-honored subjects which compose the so-called essential studies, or the formal culture group. The first place is naturally accorded to the subjects of reading and writing, arithmetic, language, geography, history and spelling. The place of these topics in the curriculum is unquestioned, though a radical change has come about in the methods of teaching them. These subjects are better taught today than ever before in the history of education. The arithmetic may not cover quite so wide a field as formerly, but there is no reason for lamenting the dropping from the course of study in the schools such topics as have been long since dropped by the merchant and the banker. Even in the everlasting subject of spelling, in which any novice feels competent to pose as a critic, and solemnly declare that "spelling is not taught in the modern school," I am convinced that better results are obtained than ever before. The critic is apt to forget that the skill he now boasts was probably not gotten in school at all, but in the severe drill of actual life. Much less is said about penmanship, because the hand of the critic has lost its former cunning, if he ever had any, and he now dictates to a stenographer or uses a typewriter to disguise his chirography. In language, grammar, geography and history,

fair results are attained. It would be folly to claim that the results in any of these topics are satisfactory. Fortunately, the principals and teachers of the schools have not reached that stage. The central thought of the teacher in class room and in teachers' meetings is how to improve the product of the schools in these important lines of work. The course of study has been developed with special reference to time, economy, thoroughness and efficiency.

Experience has taught us the important fact that the best results in the so-called culture subjects can be secured in conjunction with the subjects of vocal music, nature study, domestic science, drawing and manual training. These practical topics constitute a group, the educational value of which is not always appreciated. Such has been the change in public sentiment, however, during the past ten years that today progressive communities require the inclusion of these practical lines of training in the curricula of their schools.—Report.

SECURING GOOD TEACHERS.

The teacher with her class is the unit of educational organization in the public schools, and no really efficient system of schools can be created until each unit of the system conducts its assigned work with a reasonable degree of success. In school administration, perhaps more than in any other line of organized endeavor, it is essential that every unit of the organization—that is, every teacher, be able to perform the required service with a high standard of efficiency. No system of school administration, however excellent in other respects, can undo the harm done a child who is compelled to spend one of his school years under an incompetent teacher.

The fact that the system is a large one makes no provision for inefficient teachers. Those persons who urge the appointment of such a teacher, with the statement that there ought to be some place to "take care" of her in so large a school system, forget, first, that the undesirable teacher would have more children under her charge in a large system than she would have in a small one, and, second, that it is not the business of the public schools to "take care" of any one except the children.

Many citizens look with complacency upon the selection of an incompetent teacher, provided she is assigned to a school or class not attended by their own children, but the principals, the directors, the assistant superintendents and the superintendent can hold no such view. It is the business of the superintendent and of the others concerned with selecting

teachers to see that for every position to be filled the best available candidate is chosen, so that all children under their charge may receive the best education obtainable. Not only must careful consideration be given to the adaptability of individuals to the particular position under consideration, but the system of selection should be such that only those of superior competency can even be considered.—Supt. Stratton D. Brooks, Boston.

A RECORD ENROLLMENT.

Losses in enrollment have always been an unsolved problem with school administrators. But here is a record that any school or city can be proud of. It is taken from the official report of the Elyria, Ohio, public schools for the month of October:

Present enrollment in three kindergartens.....	99
Present enrollment in First Grades, 6.....	248
Present enrollment in Second Grades, 6.....	197
Present enrollment in Third Grades, 6.....	207
Present enrollment in Fourth Fourth Grades, 6.....	177
Present enrollment in Fifth Grades, 6.....	181
Present enrollment in Sixth Grades, 6.....	191
Present enrollment in Seventh Grades 6.....	191
Present enrollment in Eighth Grades, 6.....	190
Present enrollment in First year High.....	206
Present enrollment in Second year High.....	149
Present enrollment in Third year High.....	86
Present enrollment in Fourth year High.....	57
Total enrollment	2170
Gain over last year, Oct. 7.....	127
Net gain above kindergartens.....	38

It should be noted manual training, sewing and cooking are taught in the grammar grades of Elyria, but not in the high school. Possibly this fact accounts for the large "mortality" after the first year.

FOR BUSY SUPERINTENDENTS.

Dr. B. S. Gowen, at one time principal of the Maryland College for Women and later principal of the Winchester Normal College, has been elected president of the New Mexico Normal College at Las Vegas.

Joliet, Ill. An ungraded class has been formed under the direction of Superintendent Long. It accommodates children who for any cause do not fit into the regular classes.

St. Louis, Mo. The board of education has decided to pay the car fares of children who live more than one mile from a public school. It is estimated that the cost of such transportation will amount to \$2,500 to \$3,000 per year, but will result in a considerable saving through the discontinuance of small schools by consolidation with larger and better graded schools. Three buildings have been closed already at a gross saving of over \$3,000 annually. The fares of the children so transferred will amount to \$1,700, furnishing a net saving of \$1,300.

Minneapolis, Minn. The school board has erected a "revolving fund," into which the sum of \$100 will be paid monthly as required. Supt. C. M. Jordan will have the fund at his disposal to meet emergency expenses of himself and his assistants. In the past an order was required for all small expenditures.

Pittsburg janitors are paid \$6 per night for extra work entailed through the evening schools. The teachers receive about \$3 per session.



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INDUSTRIAL EDUCATION.

The need of training for vocations constituted the principal topic of comment during the past month, centering naturally around the discussions at the second annual convention of the National Society for the Promotion of Industrial Education. Certainly the cause of the society received a strong impetus by the expressions of the great commercial and educational leaders who gathered in Atlanta.

The convention emphasized anew the pressing need for education which will prepare for industrial callings. The keynote of all the addresses was set by the United States Commissioner of Education, Elmer Ellsworth Brown, when he declared that our system of education is not complete "until it has given to the pupil the power to grapple with the real work of the real world."

On the other hand, no disposition was manifested to reduce the study of the liberal arts and sciences. The purely practical was not urged to the exclusion of the cultural studies. This very point has rankled in the mind of many professional school men, but should no longer cause them to hesitate in espousing the cause of education for the vocations.

The apprentice system came in for considerable discussion. The need of a judicious combination of actual shop work with academic study was set forth in the light of recent experience.

That the public schools must prepare to bear the burden of this new education was dwelt upon by a number of public school men. The movement is away from the private endowed trade school to the publicly supported institution. That the schools cannot generally grapple with the problem at the present time is self-evident.

We believe that school board members should seriously study this question of industrial education from the standpoint of laymen; as manufacturers, merchants, artisans, and as school board members. More than this, they should urge their superintendents to study the needs of their communities from a professional standpoint, that of experts in school organization and teaching methods. The serious attention of superintendents is especially necessary at this time, that the movement receive the right direction.

"THE MERIT SYSTEM."

The practicability of "merit systems" for fixing and advancing the salaries of teachers is proven anew in every city where it has been thoroughly tried out. Thus, Supt. Stratton D. Brooks writes enthusiastically of the plan,

School Board Journal

which has been in operation in the Boston schools since the advent of the small board of education. He is confident that the system brings into the schools the best talent available and makes for its steady development. The operation of the plan begins in the high schools, where girls who elect the course leading to the normal school are carefully observed. It goes on through the normal school, operates in the selection of substitutes and of regular teachers, and follows them throughout their connection with the schools.

No large city in the country, with the possible exception of Pittsburgh, is without a merit system of some kind for advancing the salaries and the rank of teachers. The plan is opposed by a few obstructionists, who believe that the "clock" should do the work necessary for boosting their annual stipends.

School board members readily understand the value of a merit system. It is employed universally in the business world and is the only just plan.

MALE TEACHERS NEEDED.

The rapidly decreasing proportion of men teachers in the public schools presents a problem which deserves wider attention than school officials will admit, although they recognize that the schools fail to produce or retain a high percentage of manly boys, and rightfully ascribe this lack of a desired result to the removal of men from the teaching body.

It has been stated that the intense industrial activities of the nation are the primary cause which have led men out of the teaching profession. Wider fields of endeavor, larger salaries and more rapid promotion have slowly but surely left women in control of our elementary schools.

We are inclined to think that the real trouble lies within the school itself and makes possible the efficiency of exterior causes such as the one just referred. Few men can see, in the salaries paid to classroom workers, compensation sufficient to support themselves and a family. Add to this a lack of permanency, a consequent lack of a permanent home and a minimum opportunity of advancement, and we reach closer to the inner causes which lead men away from the classroom. Our menless normal schools and female departments of education in colleges contribute their share toward the general condition.

The need of boys in the adolescent period for association with and control under manly men is emphasized by every student of education in the United States. Foreigners, and even some of our own American experts, are prone to call attention to the effeminating and softening influence of women teachers on boys in the grammar and high school grades. The condition is an unnatural one and cannot but fail to produce good results.

But how shall we get men back into the upper classes of the elementary and high school? All are agreed that they are necessary, and yet but little is done in the direction of removing the conditions which repel men from the teaching profession. Briefly stated, salaries must be raised and tenure must be made surer. The male teacher must be assured of the possibility of establishing and maintaining a home, and living in reasonable security that his position will not be taken from him without good and ample reasons.

Normal schools for men only have been suggested as a means of attracting men; but it is doubtful whether, under present circumstances, such institutions could find an existence.

The establishment of industrial and trade schools will, we think, bring a considerable number of men back into the teaching profession. The curriculum of these schools will, by its nature, require the total exclusion of women. That this will relieve the situation in the common schools, is idle to predict. We must have definite action by the school boards based upon carefully considered plans of the professional experts.

STATE SCHOOL ARCHITECT.

A suggestion that deserves serious attention of all school officials who are working for better school buildings comes from graded school inspector Challman of Minnesota. He urges that the state board, of which he is the official agent, employ a skilled schoolhouse architect, who will act in a supervisory capacity and consult with local authorities in the erection of school buildings. Mr. Challman writes in his report:

"A supervising architect is much needed. Some boards of education are hampered by lack of money and are unable to provide conveniences that they would otherwise be glad to have; but other boards, with plenty of money and well-meaning architects, anxious to have the best, fall short through sheer want of familiarity with the problem. Unless a board member has taken part in putting up more than one school building, he lacks experience. Most of our architects have had training in strength of materials and in features of construction, rather than in planning for the convenience of the teachers and students.

"There is too little familiarity with the needs of a primary room, and of the various departments of a high school. Many buildings, so far as height of blackboard and other arrangements are concerned, are finished off as though all rooms were intended for classes of intermediate and grammar grades.

"The difficulty lies, not so much in want of good intentions, as in simple unfamiliarity with the problem at hand. The board members want a good building. The architect says that he, as a specialist in that direction, can give them this, when the fact is, so far as I know, we haven't a distinctively school architect in the state. We need a supervising architect who is familiar with the actual workings of the school and who possesses a happy combination of artistic taste and scientific training.

"Such an official should be on a salary. He should have no interest whatever in any particular. When a board of education needs more school room, he should be at the disposal of that board. He should make them a visit and stay on the ground as long as may be necessary to give professional advice as to whether an addition could be placed, whether the old building could be remodeled, or whether it should be torn down and replaced by a modern structure. Even his expenses of travel should be paid by the state, so that boards of education should have entire confidence in his disinterestedness. He should act in an advisory capacity only. Working plans



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General Satisfaction is Expressed at the Re-election of Judge Lindsey.



A Chicago Paper's Suggestion to President Roosevelt.



Prisoners in the School at the Cleveland, O. Workhouse.

and specifications should, in my judgment, be prepared as now, by competing architects.

"When called upon, I do the best I can to advise boards intelligently, but soon reach a point where the professional knowledge of an architect is necessary. Then I recommend an architect in whom I have more or less confidence, the rest of the profession, and I am not sure but justly, enters a cry of protest—favoritism, share of commission, theoretical, not practical, unnecessary expenditure, or some other charge that is sure to take well with at least a portion of the community. A competent supervising architect could earn his salary ten times over. All school plans and plans for remodeling old buildings should be submitted to him for approval."

Mr. Challman's idea is certainly worth discussion and points toward one solution of a problem which school officials have been unable to handle. We believe that a step further is necessary in many states, and that laws are needed fixing minimum standards for the construction, ventilation and equipment of buildings. Backed by such a law, the state school architect would not require many years to make all schoolhouses healthful and convenient.

THE HOME-TALENT IDEA.

It is a wholesome idea to patronize home town merchants and manufacturers, and to employ home labor. But, it is doubtful

whether the employment of home talent for teachers is always wise and satisfactory.

Certainly the total exclusion of teachers from outside towns and states is pernicious. No school board which is at all progressive will limit its choice of a superintendent to the supervisors or principals already in its employ. The same course of proceeding must be followed in the selection of teachers. The best is none too good for any school, and a board which allows prejudice, sometimes called local pride, to choose a mediocre "home-talent" teacher in place of a better out-of-town applicant is not faithful to his duty. The "Chinese wall" idea cannot prevail in a country like our own.

Fitness and character alone must govern in the choice of teachers. The interests of the children are supreme.

Publicity is not a cure-all, but it is a powerful incentive for efficiency and economy in school administration. No school board need hide its actions unless there is something wrong. Then, especially, has the public a right to know.

Economy does not always consist in the saving of a specified number of dollars and cents. It depends to a great extent upon the proportion of the amount of money saved or spent to the results obtained. In reaching a decision as to the economical side of a question, all phases of that question should be considered together, and a decision reached according to the circumstances.—James M. Hooper.

In a certain town in Ohio, which pays its superintendent a good deal above a thousand dollars, the president of the board of education said they would be willing to pay him two or three hundred dollars more a year if they could only be assured that he would spend a part of it in going to teachers' meetings, in visiting other schools, and in getting a broader view of the educational field. That is rather a caustic comment, coming, as it does, from the board of education.—Ohio Educational Monthly.

No school can be excellent without good janitor service.—Corson.

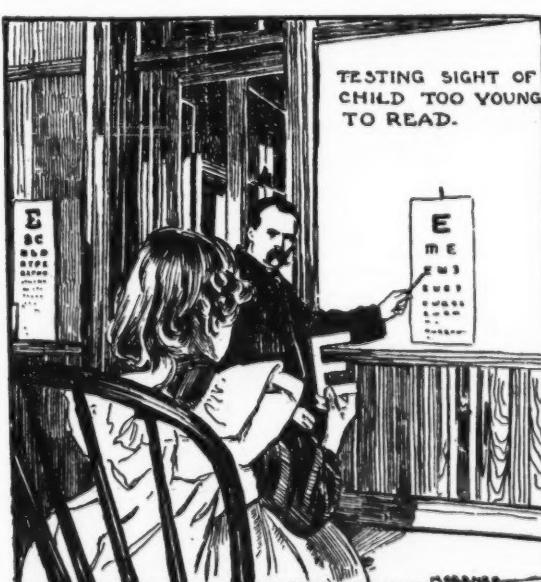
In accordance with the policy of the Boston school committee, the school house committee of that city has considerably reduced the standard size of classrooms planned for new buildings.

The school houses now being erected contain rooms 20 by 32 feet in size and rooms 23 by 29 feet in size. The former will take five rows of eight desks each, with two additional ones in front, a total of 42. The second standard room will take six rows of seven desks, a total of 42.

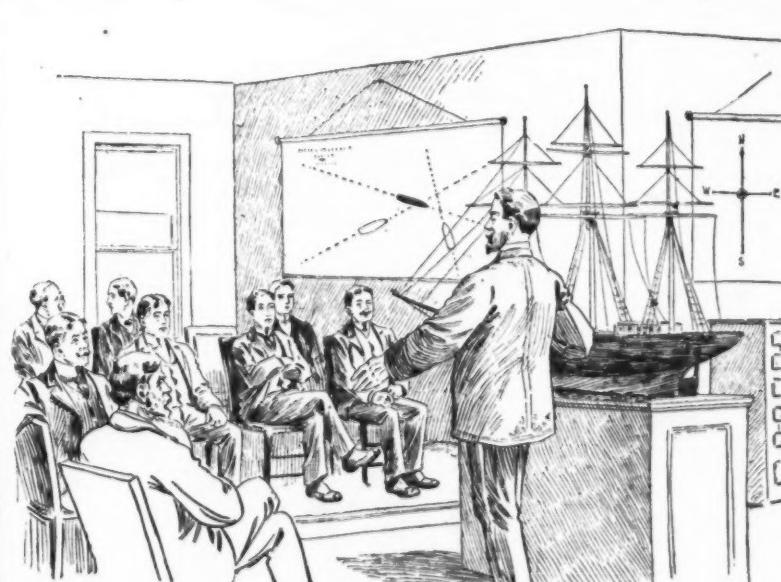
A medical inspection of the pupils in twelve representative schools of Winnipeg, Can., disclosed the fact that of 4,546 children examined, 2,052 were affected by disease of more or less serious character. The existence of this condition has led the board of education to formulate a definite program of medical supervision of the children similar to the plan adopted in European countries and in the United States.



Mr. Butler Writes a Book on the "American."

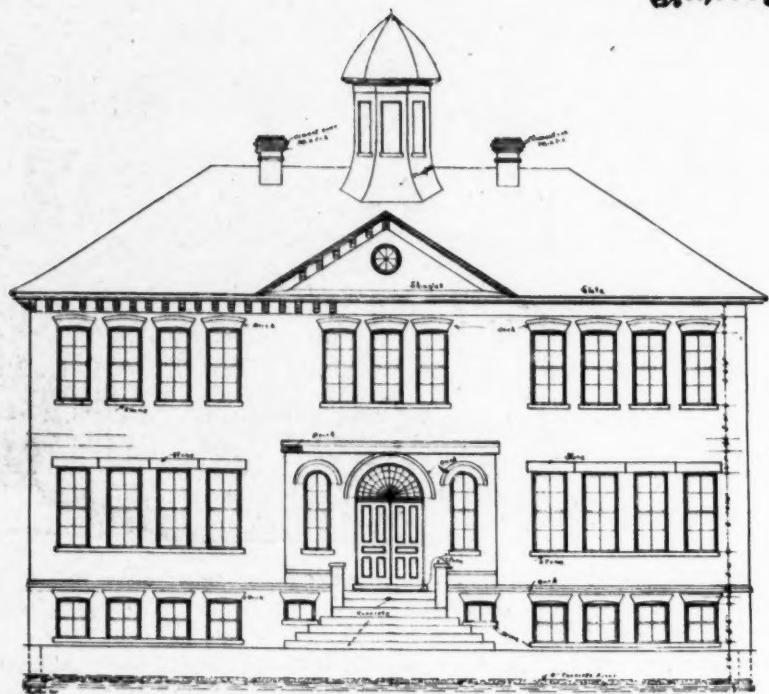


School Physician Testing a Child's Sight.

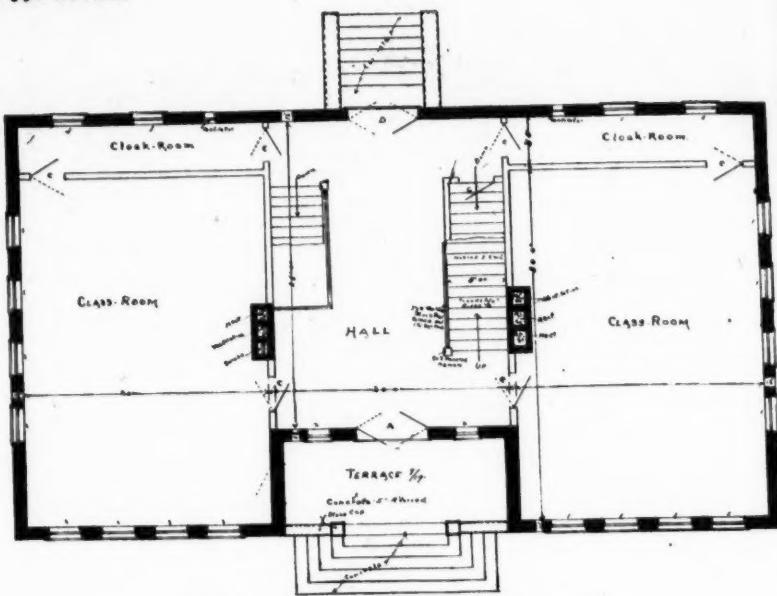


A Class of the New York Nautical School in Session.

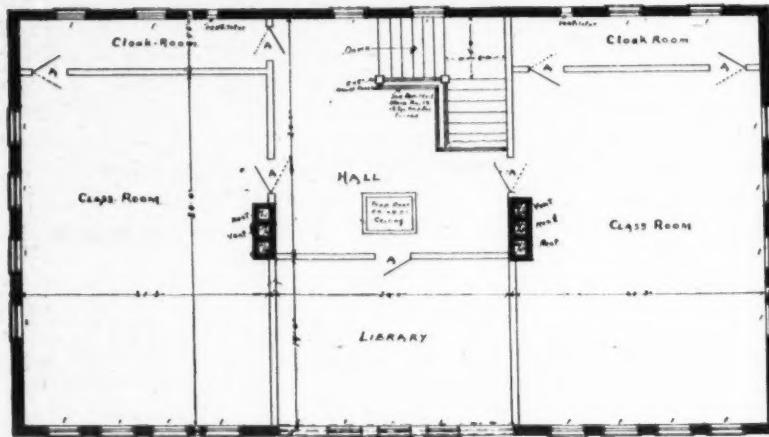
School Board Journal



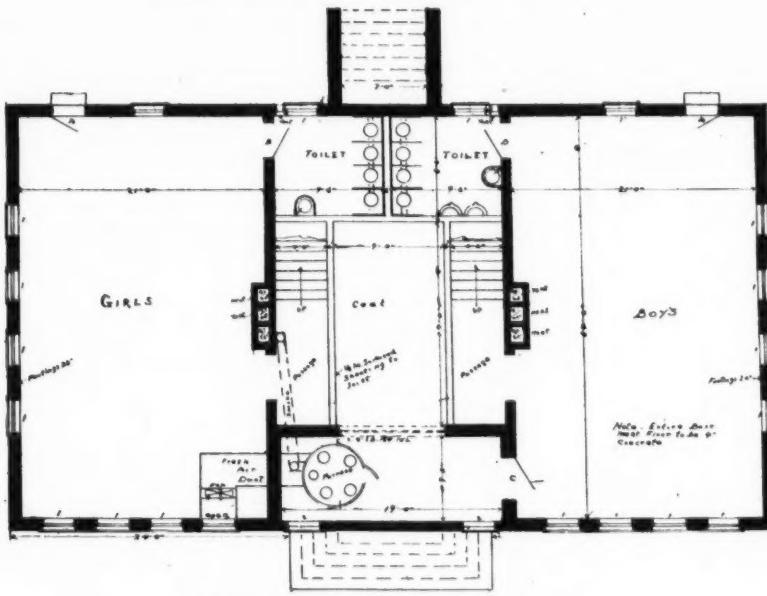
NEW SCHOOL HOUSE, OCEAN GROVE, VA.
W. T. Zepf, Norfolk, Va.



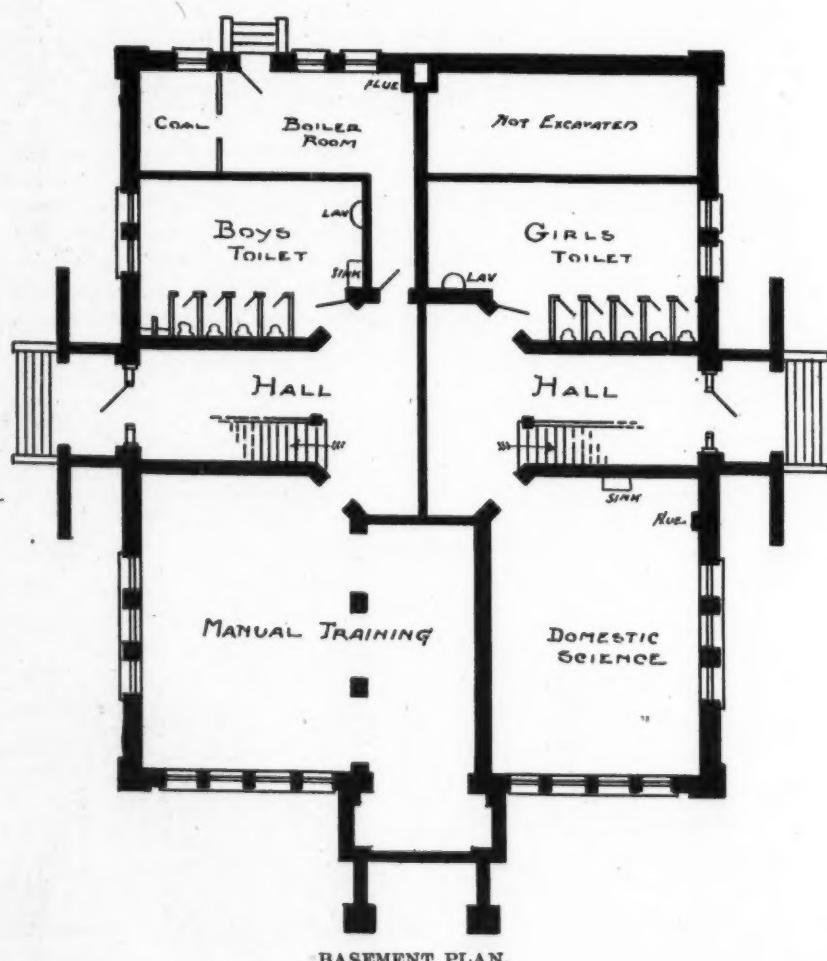
FIRST FLOOR PLAN, OCEAN GROVE SCHOOL.



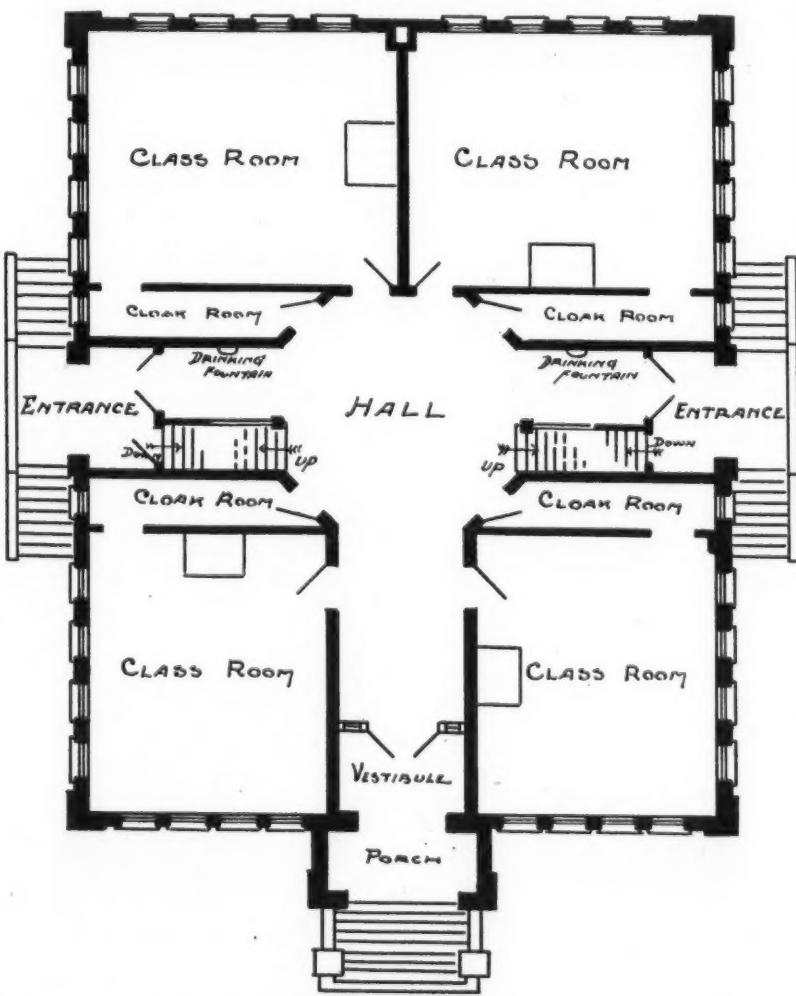
SECOND FLOOR PLAN, OCEAN GROVE SCHOOL.



BASEMENT PLAN, OCEAN GROVE SCHOOL.



BASEMENT PLAN.

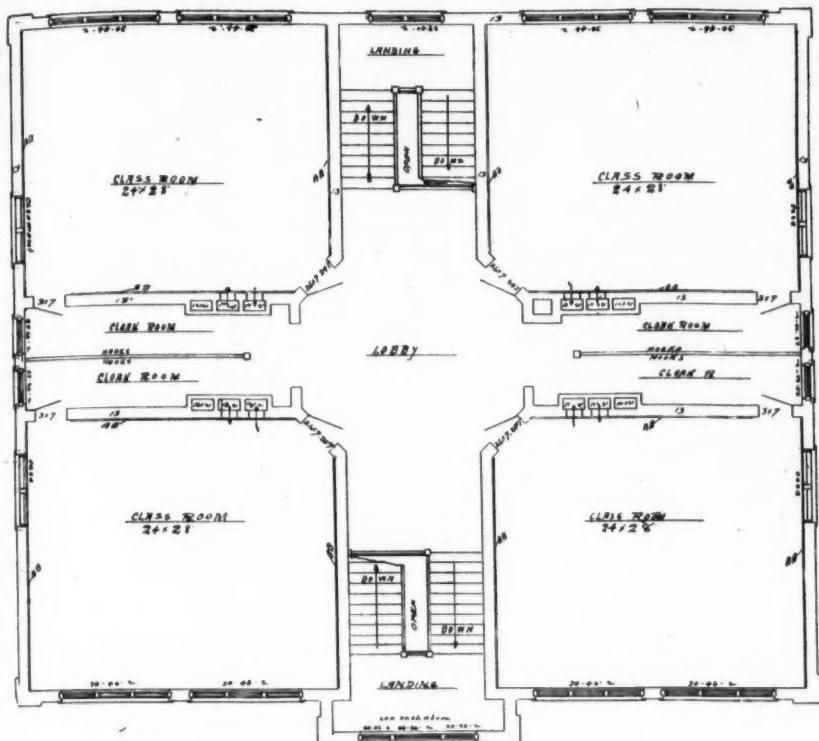


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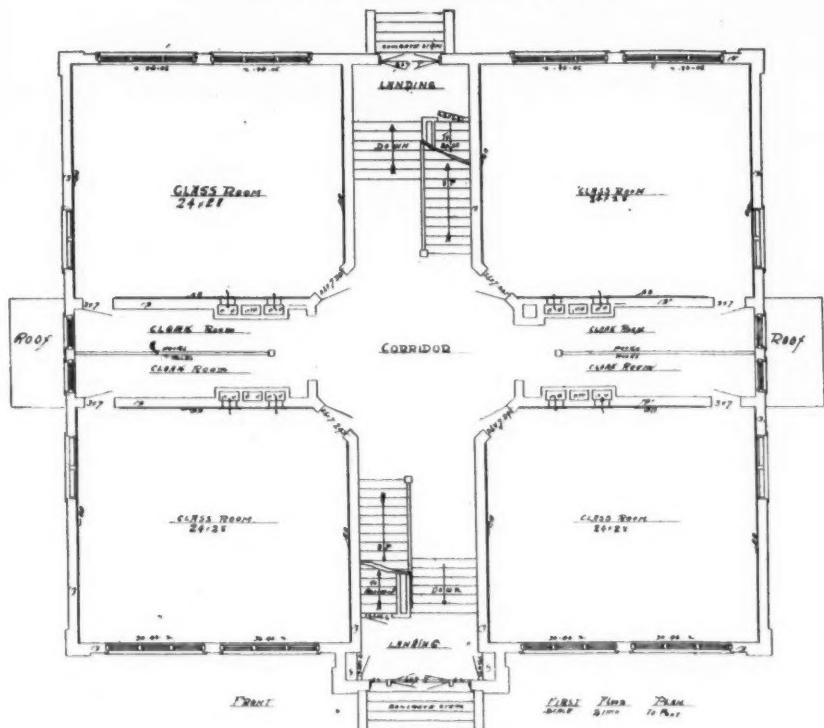
PLANS OF THE NEW GRAYMONT SCHOOL, BIRMINGHAM, ALA.
William Ernest Spink, Architect, Birmingham.

(See opposite page.)

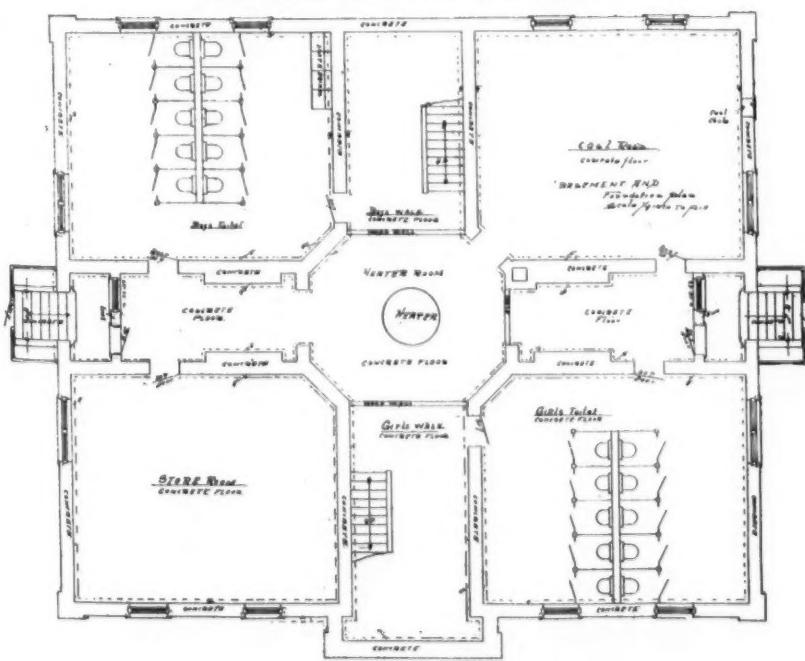
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SECOND FLOOR PLAN, OAKLAWN SCHOOL.



FIRST FLOOR PLAN, OAKLAWN SCHOOL.



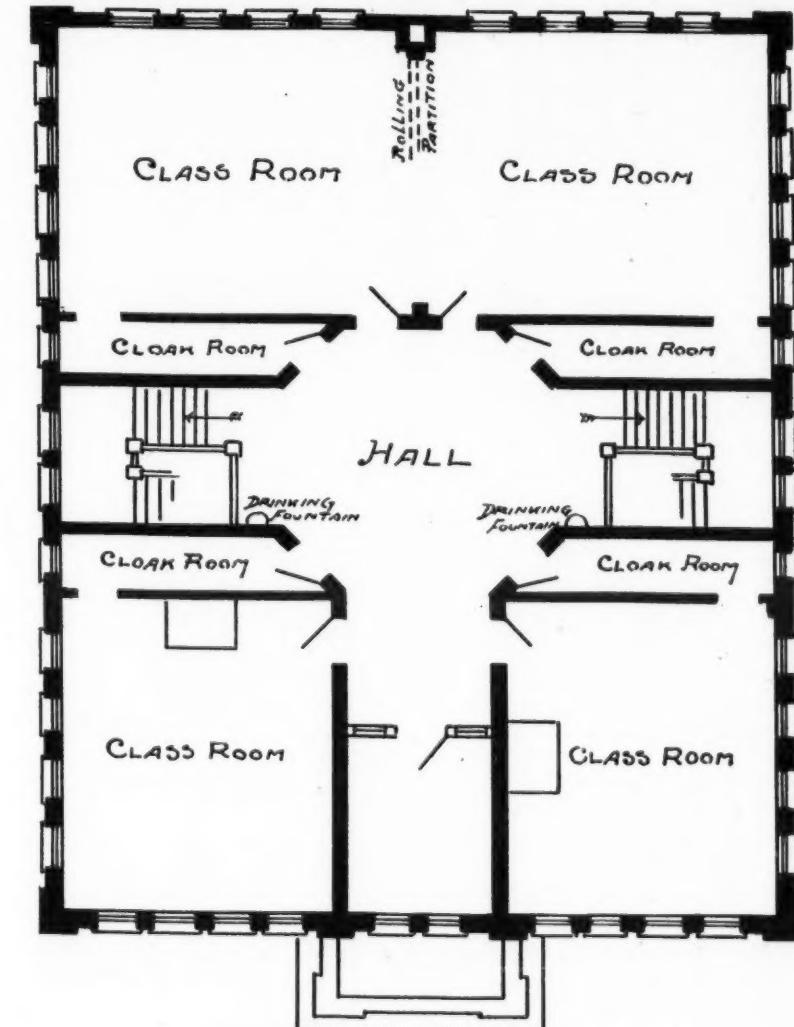
BASMENT PLAN.

PLANS AND ELEVATION OF THE NEW SCHOOL AT OAKLAWN, HOT SPRINGS, ARK.
Mr. R. P. Morrison, Architect, Hot Springs.

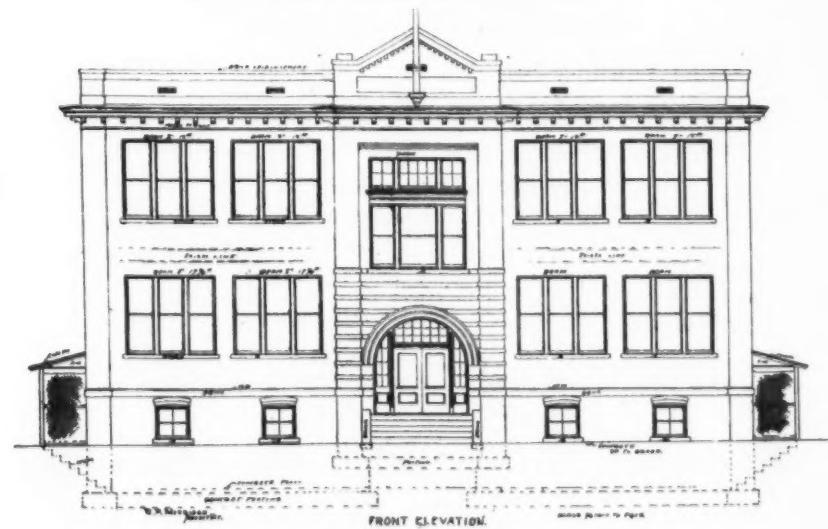
(See page 12.)



NEW GRAYMONT SCHOOL BUILDING, BIRMINGHAM, ALA.
William Ernest Spink, Architect.



SECOND FLOOR PLAN, GRAYMONT SCHOOL.



FRONT ELEVATION.

School Board Journal

Education for Social Efficiency.

The struggle through the ages of the individual for knowledge and intellectual development has given us individual freedom and an extreme type of individuality. Society has consequently become more or less an assemblage of individuals instead of an organism of interdependent members. The feeling of mutual dependence has been violated and we are coming to feel that our own individuality is best developed by considering ourselves as organic members of the society in which we live. Hence the individual must be socialized and school education must be a process which, while it recognizes individual differences and seeks to develop one's special abilities, aims to fit one for serviceableness in society. That is the test the world makes of one's education.

The school must furnish the child social conditions similar to those found in the larger world. He must be made to feel that he has his place in his school world and must be held responsible for it. He must have such activities as meet the requirements of his nature, physical, mental and moral. The subjects and methods of instruction should be those fitted to the age of the child, but having a meaning in the larger life for which he is being fitted. Manual work—gardening and construction, cooking and homemaking—is as essentially a part of one's training as mere intellectual computations or reasoning. A system of education that does not prepare a child to make a living—to live as a useful member of society—is not serving the child or society.—Supt. B. B. Jackson, Moline, Ill.

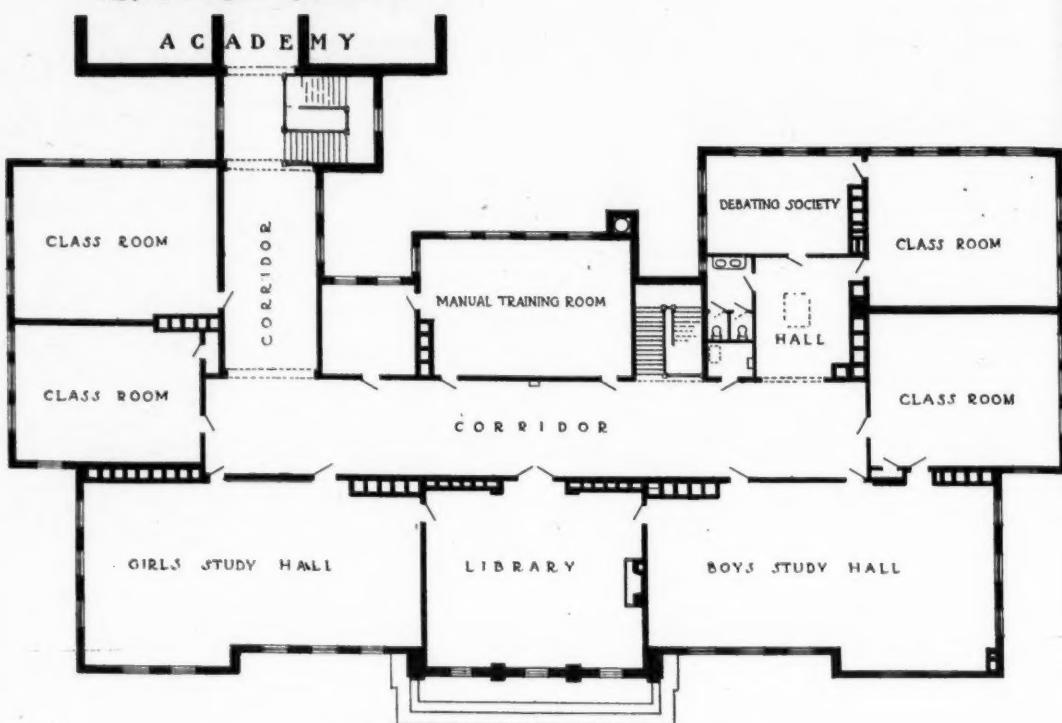
Oral Spelling.

Oral spelling is advocated by Prof. Walter D. Scott of Northwestern University as the best method of improving spelling in the present day schools. He says:

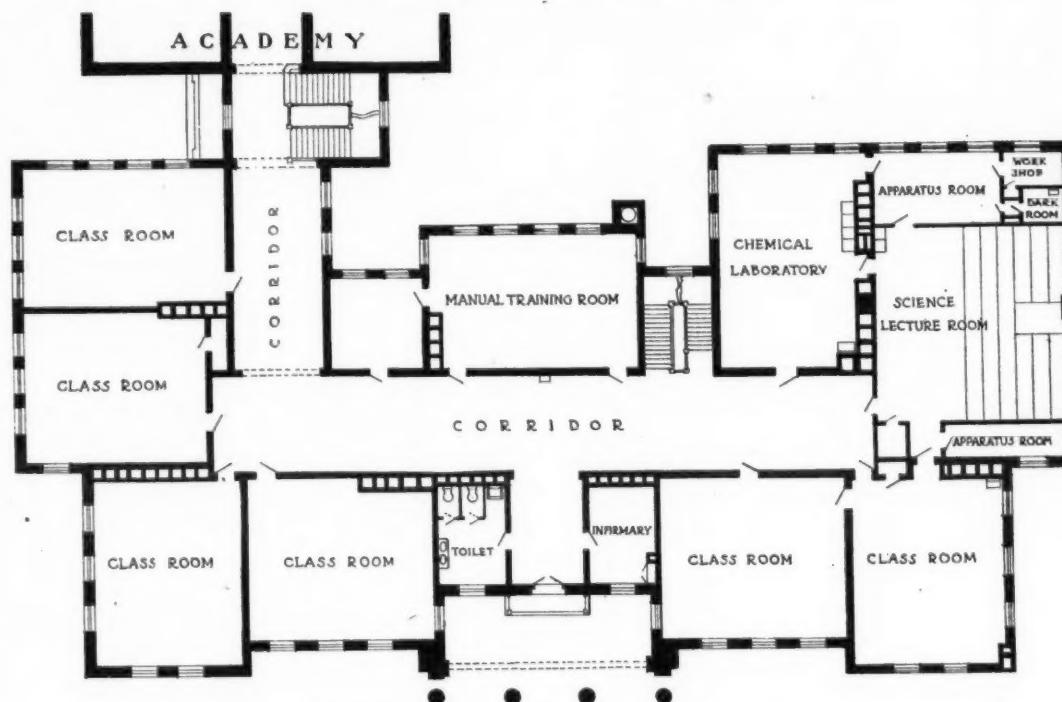
"Formerly children in school spelled orally. They saw the word printed in their books; they did more or less writing and then felt the movements of their hands and arms as they wrote; they were called upon to spell the word in class orally, and so heard how it sounded. They thus had three 'cues' for the word—they saw it, they felt it, and they heard it. When they were called upon to spell a word they had all of these three cues to assist them in remembering how it was spelled, i. e., to assist them in forming an image of it. Some years ago oral spelling was displaced by written spelling. In this way one of the cues was abandoned—and it was found that pupils made more mistakes in writing than those who had spelled orally. Because of this fact oral spelling is being brought back to the schoolroom. An attempt is being made to have the scholars see, hear and feel the work, and in this way their spelling will be better than if they omitted one of the three processes. The scholar knows the word better and can form a more distinct image of it if he has these three cues to assist him."

GRAYMONT SCHOOL.

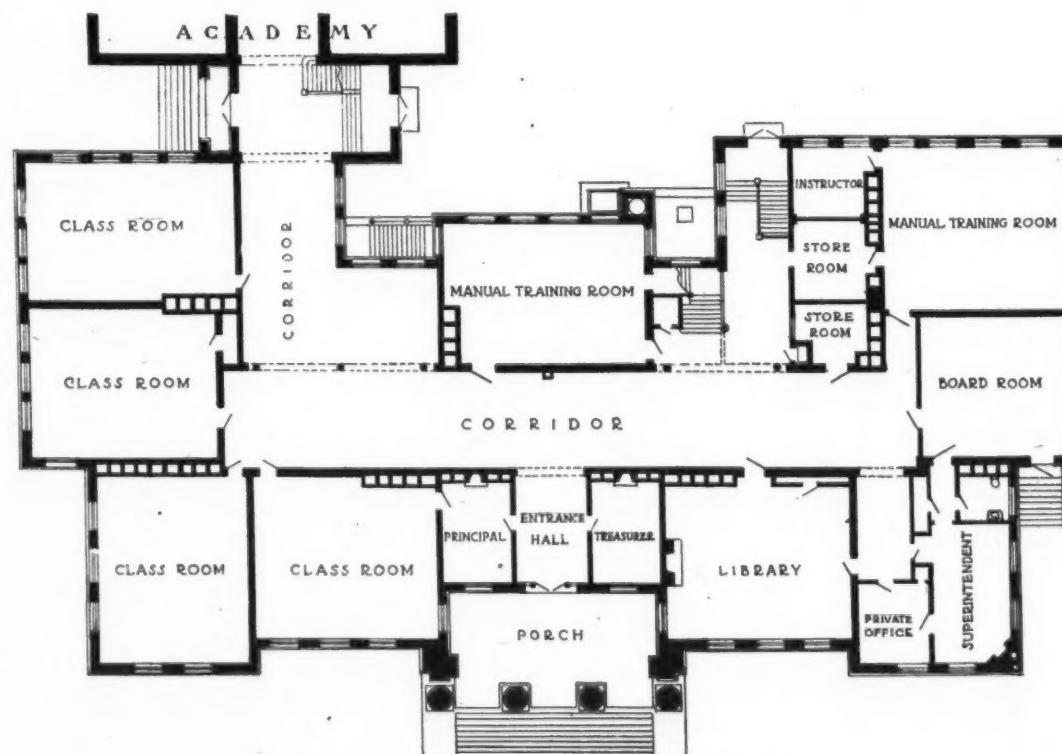
Of pleasing design, and excellent orientation, is the new Graymont school, planned by Mr. William Ernest Spink for the school board of Birmingham, Ala. In the basement are the usual sanitary conveniences, boiler room, manual training and domestic science rooms. The first and second floors are practically identical in arrangement and contain each four standard classrooms with attached cloakrooms. The hall and stair arrangement is simple and direct, and more than ample. A room for the principal is located above the front vestibule. Sliding doors make it possible to use two upper classrooms for assembly purposes. The building cost \$15,000 without furniture.



THIRD FLOOR PLAN, CHATHAM ACADEMY.



SECOND FLOOR PLAN, CHATHAM ACADEMY.



FIRST FLOOR PLAN, CHATHAM ACADEMY.

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ARGUMENT FOR LARGE SCHOOL BOARDS.

The representative character of large boards of education is ably set forth in an address delivered by President J. Edward Wanner of Reading, before the Pennsylvania Educational Commission. Mr. Wanner said:

While we recognize that the claims of certain localities of the state favor small school boards, we cannot agree with this sentiment, and most respectfully request that we be not disturbed. We do not feel that proper results can be obtained from a small board, inasmuch as this same board will not represent all classes of citizenship in the various sections of the community. We feel that the larger the board, the greater the safety from the inroads of school mismanagement and official corruption. Many a member of a school board, a large board, while apparently not a very active member, frequently, through his desire to be upright and honest, acts as a brake to less conscientious members, and oftentimes prevents many an improper and irregular act simply from his refusal to participate in these improprieties and irregularities. Again, the very size of the body makes it possible for all classes of citizenship to be represented, while it seems almost an insurmountable barrier to the "board fixer" and corrupter of school board morals.

We do not find our large board cumbersome, and, while a smaller board, elected on similar lines, that is representative from each ward of the city, might not be unacceptable, still we feel that our system is easily handled and to the advantage of the entire school district. A small body of men in a school board might remain studiously upright and honorable; still, we are sure that a larger body must remain upright and honorable, as the greatness of numbers makes their disintegrations of integrity less susceptible to flattery or approach.

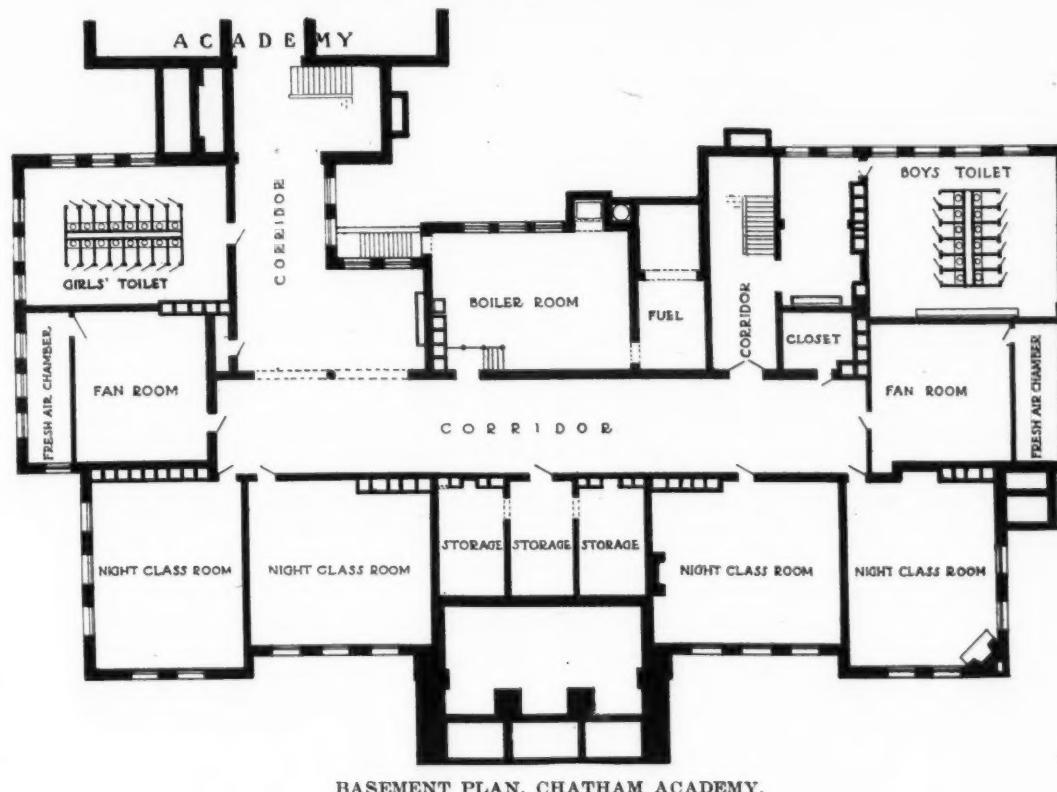
We divide our body into four different parts, making each part perform a different service, all subject to the approval or disapproval of the entire body. One section purchases our sites and builds our buildings; another cares for them and keeps them in proper condition; another gives attention to the department of teaching and has control of all the teachers, acting in direct accord with the superintendent of schools, approving or disapproving of his methods; and another section cares for the various supplies and their purchase. Each one of these sections consists of sixteen members of our body, meet separately, discussing their affairs and recommending important and needy legislation to the larger body.

You will thus understand that many an important school move in this way never comes to the surface, and is lost in the records of the committee, while if the new move is of importance its passage before the main body is successfully accomplished in almost every instance, as it has already the approval of one-fourth of the entire Board of Education.

We most earnestly request that school finances, their collection and distribution, be entirely within the control of these school boards, and we do not feel that any words of ours are necessary to convince any commission on education, or any educators, that school affairs should be divorced from all other branches of municipal government, as its work is peculiarly important and should suffer no neglect, as the movements of time do not permit of postponement or delay, when the years of the school children are constantly on the increase and the opportunities lost to them can not be recalled.



NEW CHATHAM ACADEMY, (City High School), SAVANNAH, GA.
Designed and erected under the supervision of Architects Owens & Sisco, Baltimore, Md.
Mr. Otis Ashmore, Superintendent of Schools.



BASEMENT PLAN. CHATHAM ACADEMY.

The Real Issue.

In our eagerness out here in the middle west to herald to the world the magnitude of our corn and wheat crops, the superiority of our beef cattle and thoroughbred swine, and the tremendous productiveness of our domestic hen, we are prone to lose sight of the real issue, namely, the splendid crop of strong sons and fair daughters that the country is producing. In their joyous natures we behold at once the bright sunlight of hope and the beautiful bow of promise of our future greatness and glory. Droughts and deluges may destroy our growing crops; disease and degeneration may play havoc among our cattle on a thousand hills, and our treasured porkers in the alfalfa fields; yea, our boasted domestic hen may even occasionally cease her productive labors—all these calamities might conceivably come upon us each in its turn, and yet our glory not be dimmed; provided only, that our growing boys and girls be so

trained and safeguarded in the home, so educated and disciplined in the school, the church and the other institutions of the country, that they will develop into well rounded, magnificent specimens of manhood and womanhood.—William A. McKeever.

Supt. B. W. Torreyson of Little Rock, Ark., has been offered the position of agent for the general education board in the secondary schools of Arkansas. He will undertake the work at the end of the school year.

ENTERTAINMENTS.—The various forms of entertainment usually given by pupils and others under the direction of the principal or teachers of a school, where an assembly hall is provided, are ordinarily sanctioned by school boards. The latter in many instances demand, however, that where an admission fee is exacted a detailed report of the receipts and the disbursements of the funds be made.

Among Boards of Education

Milwaukee, Wis. The committee on rules has been directed to formulate a rule prohibiting the existence of secret organizations in the student body of the high schools. All members of existing organizations have been obliged to agree not to solicit or receive any new members.

Aurora, Ill. A movement has been begun to unify the text books used in the two school districts into which the city is divided. Families moving across the division line are obliged to purchase new sets.

Baltimore, Md. The school board at its October meeting refused permission to have delivered at one of the schools a series of health and hygiene lectures, the speakers to be provided by the Medical and Chirurgical Faculty. The lectures would have caused the board no outlay, even for incidental expenses of lighting and janitor service. The stand taken by the board has been severely criticised as unprogressive.

Indianapolis, Ind. President Moores declares that the business depression during the past year has largely increased the attendance in schools located in the outskirts of the city. Buildings in and near the center of the city, where real estate values and rents are high, have lost heavily in enrollment. The lack of employment has also increased the attendance in the high school.

Supt. E. G. Cooley of Chicago has begun a "continuation school," modeled after the German schools of the same name. It is a modified form of the evening school for young people and old, who are employed during the day. The whole curriculum is arranged with a view of making the teaching fit the practical needs of the pupils. Bookkeeping, business English, stenography, elementary English, business arithmetic, algebra, and mechanical drawing, are the subjects taught.

Minneapolis, Minn. More extended use of the high school buildings is proposed by members of the school board, and plans are being discussed for double sessions. This will involve a double set of teachers and extra janitor work, but will save the erection of new buildings to accommodate the present overflow.

It has been proposed that moving picture performances, supplemented with automatic piano player music, be given in the New York City public schools. Advocates of the movement urge that the craze for picture shows is a healthy and normal one and should be given the right direction in order that it may become an educational force. As now conducted, the five-cent shows exhibit a tendency to the sensational and the impossible, and have a bad effect upon the children.

The school board of Salt Lake City has a resolution on its minutes adopted last fall, under which "it is considered an unfriendly act for any person representing an institution or school system to offer, without approval from the board of education, a teacher under contract any inducement calculated to cause the withdrawal of such teacher from the schools contrary to the rules." The withdrawal of good teachers to higher institutions of the state led to the acceptance of the resolution.

Pueblo, Colo. The board of education has prohibited football in the high school and compelled the team to disband. Some disturbance was raised by the students in an effort to ridicule the order of the board. The alumni of the

institution, however, met and passed resolutions approving the action of the board, thus ending the public discussion.

Knoxville, Tenn. The county board of education has passed a resolution requiring that all bills presented be itemized to show exactly what work or materials are to be paid for.

The Boston School Bulletin is a new monthly publication, edited by two of the Boston assistant superintendents and published by the Boston school committee. It contains four large pages of school notes and announcements, and is sent to every teacher in the city. The object of the committee in authorizing this sheet is to allow the superintendent and assistant superintendents and other school officers opportunity to give to the schools such full information and facts as may tend to increase the ease and effectiveness of administration; to note the nature and desired effects of additional or changed legislation; to call attention to and describe professional activities in progress; to emphasize particularly successful phases of educational endeavor in Boston or elsewhere; and to outline, or discuss, educational policies. In brief, the purpose of the Bulletin is to place before each member of the force the aims, purposes and activities of the administrative and supervisory staff of the schools.

Toledo, Ohio, is considering the advisability of introducing the district high school system, and has called upon the voters to approve a bond issue of \$500,000 for two additional high schools.

Of the thirty largest cities in the country, twenty-six have the district high schools, while only four of the size of Toledo, including that city, maintain the central high school plan. In Ohio, Toledo is the only one of the four largest cities adhering to the central idea. Columbus has five high schools, Cleveland six, and Cincinnati three. In Columbus, which is about equal to Toledo in population, there were 2,660 students in the high schools last year, as against 1,840 in Toledo.

San Antonio, Texas. The school board has put itself on record as opposing the segregation of the sexes in the upper grammar grades and the high school.

Peabody, Mass. A rule has been made by the school committee that no child be punished by being locked up in a room or closet. A boy was shut in a closet recently and left there over night through the forgetfulness of the teacher.

The state of Alabama has increased the apportionment of school funds from \$2.07 to \$2.20

per capita. The actual increase in the amount distributed is over \$50,000. The difference is compensated somewhat in a reduction in the state school census of nearly 16,000 children of the legal school age.

St. Louis, Mo. Mr. Henry O. Garneau, the youngest member of the board of education, and Dr. Wm. Taussig, the oldest, were without opposition elected respectively president and vice-president.

Rochester, N. Y. The twelve-payment plan for distributing the salaries of the teachers is being favorably considered by the board of education. An increase has been requested by the teachers.

The school authorities of New York City have estimated that the pranks of school children in marking and defacing walls, breaking window lights, etc., costs the city of New York \$1,000,000 annually.

FOR POSTAL INSTRUCTION.

Postmaster General Meyer has directed all postmasters to confer with their local school authorities and discuss methods of instructing children in the operation of the mail service.

"These instructions," writes Mr. Meyer, "should cover such features of the service as the delivery of the mails, the classification of mail matter, the registry and money order systems, and, particularly, the proper addressing of letters and the importance of placing return cards on envelopes."

A pamphlet of postal information will be furnished to teachers, if desired, for use as a text book in outlining instruction.

About 40,000 pieces of mail matter are received in the Dead Letter office every day, a large portion of which are improperly addressed or bear no return address. This in itself is the most striking proof of the necessity for a systematic campaign of education.

DOORS OPEN INWARD.

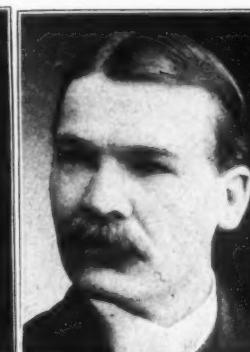
The doors of classrooms in all public schools of Greater New York are hung to swing inward. This is contrary to the commonly accepted practice, but is being done as a result of careful observations on the part of Mr. C. B. J. Snyder, superintendent of buildings. In a number of panics which Mr. Snyder personally investigated it was found that teachers were unable to control all of their charges in rooms where the doors opened outward. Some children generally managed to slip by. A teacher in the Collinwood school testified that if her classroom door had opened inward she could have stopped the rush of her scholars and led them safely down the fire escape. As it was, they rushed her through the door to their own destruction. The number of children in one classroom rarely exceeds forty-five or fifty, and this number can be marched out of a room just as quickly whether the door opens inward or outward.



W. L. STOCKWELL
Fargo, N. D.



W. E. HARMON
Bozeman, Mont.



A. C. NELSON
Salt Lake City, Utah



J. Y. JOYNER
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Four of the Recently Elected State Superintendents



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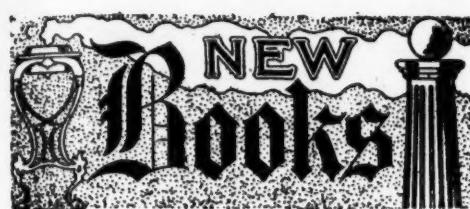
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A First Course on American History.

By Jeanette Hogdon. Two books. Book I: Discoveries, explorations and colonists. 312 pages. Price, 65 cents. Book II: The National Period. 352 pages. Price, 65 cents. D. C. Heath & Co., Chicago and Boston.

Historical facts, to be helpful, must become vitalized in the mind of the learner. The historical novel has often been justly criticised for giving inaccurate ideas of personage or a period. But the novel may often justly claim that it at least leaves an idea of a personage or a period in the minds of its readers.

A good biography not only creates a conception of a character, but also one of the conditions that helped to form that character. The plan of this course is that of telling the great deeds of great men. Book one begins with Leif Ericson, and through twenty-five biographies carries us to James Wolfe and the ousting of the French from America. Discovery, explorations and the settlement and development of the colonies are the themes. Book two opens with Patrick Henry and the preliminaries to the Revolution. The heroic figures of the struggle for independence and of the later struggle for existence, are associated with those of inventors and explorers of the nineteenth century. The thirty-seven maps tell us of Joliet's notion of the shape of North America, of the country explored by the heroic, but ill-fated, La Salle, of the route taken by Lewis and Clark, of the line of the first national highway, of the westward movement of the population, of territorial expansion, and a great deal besides. Maps tell much to those who read them aright. The reprints of early drawings, engravings and prints are interesting as well as valuable. They are one form of source-history, of which so much is said nowadays. The reproductions of bronze tablets are merely suggestions. This is not strange, as the figures in the tablets themselves are in low relief. Most of the reproductions of statues leave something to be desired. The statue of Lincoln, by St. Gaudens, is good, while that of Roger Williams is blurred and that of Miss Whitney's Leif Ericson lacks the lithe youthfulness and expectant air of the original. A brief summary of "things to remember," with some map work, focuses at the end the essential facts of each chapter. An index and an excellent pronouncing vocabulary have not been forgotten. The sketches themselves are highly readable, apparently well fitted to develop an historical sense.

A Fourth Reader

By Frances and Andrew Blodgett. 382 pages. Ginn & Co., Boston and Chicago.

The pages of this reader contain selections which possess a distinct literary value. They should have this fine elusive quality as names famous in the literatures of England, Scotland, France, Germany, Spain and the United States appear in this noble galaxy of authors. A mere reading of the titles of the selections gives a glow of pleasure. Ah, well, children should have the best. If a gold standard is unconsciously found, they will later have nothing to do with the weak, the commonplace, the sensational, now found on so many pages of our books and periodicals. They simply cannot read the stuff. Prevention is the best form of protection.

The Tortoise and the Geese.

By Maude Barrows Dutton. 125 pages.

Price, \$1.00. Houghton-Mifflin Company, Boston.

Only a few years ago the "Song of Roland" was translated into English by Isabel Butler. This first complete translation of that stirring chanson de geste met with a most appreciative reception. Now another woman has made English literature richer by retelling a group of Bidpai's fables. Who was Bidpai, it may be asked? Those ignorant—their number is not small—will find in the introduction what tradition has recorded concerning the life and labors of this Indian sage. His fables were to be the treasure of his countrymen and were, above all things, to be kept from the Persians. Though carefully guarded by king and subjects, a Persian physician did succeed in returning to his native land with a copy of these fables, which were translated from Sanscrit into Pehlevi. Nation after nation in Europe has gradually become acquainted with their wisdom and humor. Finally the time of English speaking folk has come. Truly, out of the Orient cometh wisdom.

Directness, simplicity, natural talk—and what is a fable without talk—are salient characteristics of the style. This translation is worthy of ranking in English along with La Fontaine's fables in French, and Aesop's fables in Latin.

The illustrations show how much a skillful hand can tell with comparatively few lines.

Hawthorne's Mosses from an Old Manse.

Selected and edited, with introduction and notes, by Charles Elroy Burbank. 286 pages. Price, 25 cents. The Macmillan Company, New York.

How did Hawthorne learn to probe the innermost thoughts of the soul, to analyze and describe mental and physical peculiarities, to play with a situation, suggesting, while not stating the bald truth? Was it an inheritance from his sturdy sea-faring father, his quiet, self-contained mother? Or was it an art slowly acquired in the years when he seemed to be doing nothing in particular, but was in reality "making himself?" Who can tell? That he had rare power, no one will deny. Many of his paragraphs stir one like a well-rendered strain of fine music. It is the wish of one lover of Hawthorne that every owner of the pocket classic may read and reread the description of "The Old Manse" until his mind is familiar with the appearance of the old house, with its outlook, with its atmosphere, in sunshine and in rain. His mind will then be ready to appreciate reflections upon fire-worship, upon buds and blossoms; to seize the underlying thought in "Rapaccini's Daughter," "Drowne's Wooden Image," and the other mosses in this group.

The biographical sketch gives the main facts in the life of our great American romances, while the notes tell much in few words.

Children's Classics in Dramatic Form.

By Augusta Stevenson. Cloth. 181 pages. Price, 40 cents, postpaid. The Houghton-Mifflin Company, Boston.

The stories in this book are for the most part adaptations of favorite tales from folklore. In the table of contents three-fourths of the plays are credited to Anderson, Grimm and Aesop. The talk is natural and well suited to the different situations and characters; the action and gestures indicated are no more than children would use in plays of their own devising. It would seem the book should help to realize the author's wish—"First, to arouse a greater interest in oral reading; second, to develop an expressive voice, and third, to give freedom and grace in the bodily attitudes and movements which are involved in speaking and reading."

Outlines of Physiology.

By Edward Groves Jones, A. B., M. D., and Robert Greer Stephens, A. B., M. D. 373 pages. Price, \$1.50, net. P. Blakiston Son & Co., Philadelphia.

This volume has been prepared with the view of presenting in as convenient form as possible the essential facts of modern physiology as related to the practice of medicine. Brevity has been made a prime consideration. In this second edition a new chapter on The Blood has been introduced as a forerunner to the chapter on Circulation, as it was thought here to understand what the fluid is that circulates before its circulation is investigated. The work is a handy text book for the medical student and for advanced students.

A Text Book of Physics.

By A. W. Duff. 680 pages. Price, \$2.75, net. P. Blakiston's Son & Co., Philadelphia.

The above is a collaboration prepared under the editorship of Professor Duff of the Worcester Polytechnic Institute, who also contributes the section on The Mechanics and Properties of Matter. The section on Heat was written by Professor K. E. Guthe of the University of Iowa; that on Wave Motion and Sound by Professor Hallock of Columbia University; that on Light by Professor Lewis of the University of California; that on Electricity and Magnetism by Professor Goodspeed of the University of Pennsylvania; that on Electro-Magnetic Induction by Professor Carmen of the University of Illinois, and that on the Conduction of Electricity Through Gases and Radioactivity by Professor McClung of Mount Allison University.

This staff of able physicists, all experienced teachers, has given us a valuable symposium on Physics and an excellent text book for a college course. The sections are well balanced, the development is logical, the style throughout clear and concise. Even a hurried glance at the order of the book brings out again the importance of physics as a means of mental training, when its whole framework is built up clearly and scientifically from the fundamental principles which underlie it.

Red Cap Adventures.

S. R. Crockett. Cloth, 411 pages. Price, \$1.50, net. The Macmillan Company, New York, Chicago.

The text of this delightful book for children is made up of the chief episodes of four of Scott's novels—Ivanhoe, the Fortunes of Nigel, Quentin Durward, and The Pirate. Each tale is connected to the preceding one in Mr. Crockett's own language, so that the story of the novel as a whole is preserved. Altogether, the book is one of the best we have seen this season. The illustrations are in full color.

An Outline of Economics.

By John Daniels. Svo. Cloth. 28 pages. Price, 40 cents; postage, 5 cents extra. Ginn & Co., Chicago, Boston.

This book is a concise synopsis of economics in tabular form, with definitions and explanations. Part one discusses the general idea of value, and part two gives a comprehensive survey of the customary divisions of the science—production, distribution and consumption.

For the sake of clearness, the author has made a few departures from the accepted mode of treatment. Thus, he considers distribution the final process of production and places consumption outside the scope of economics, but closely related to it. Particular economic problems are located in their logical place and the opposing opinions stated, with hints toward the correct solution.

(Concluded on Page 20)

School Board Journal



"A country without a history is happy—why not a bookman?"—Ambrose C Dearborn.

AN EARLY EXPERIENCE.

Every bookman remembers his first try in the business. Usually some turn-down stands out most vividly in his memory, and arouses a sense of indignant chagrin.

Mr. Fred Victor Cann, genial representative of the Thomas Charles Company, relates his first experience thus:

"While going to school a number of moons ago, a few of us boys determined to make a fortune during our summer vacation.

"The first thing that turned up in the way of employment was a chance with an eastern firm to sell the 'Life of Dewey' and a 'Mother, Home, and Heaven' book. Neither impressed me very favorably, but it was an opening, at least a chance.

"With courage away up to 200 degrees in the shade we all started out. At first things took a boom. I worked from six to sixteen hours each and every day, and had the honor of seeing my name in print next the head of the list for selling next the most books. But my courage gradually went down each night with the sun as I reflected on the stories I had told to some innocent and unsuspecting mother who had bought one of the books on my rosy recommendation.

"I know I will have to answer for some of the fairy stories I gave away with each and every purchase, if not here, then hereafter. But as I look back, it was worth it. There is probably no harm in giving away a few of the many secrets of the versatile book agent, for of all creatures he is probably the most despised and shunned anyway, and a few more kicks won't hurt him, neither, for he is used to them and becomes disappointed if he doesn't get a few to wake him up occasionally.

"It used to be my proud boast that I had never been refused admission to any house. No, not once; for, of course, we had guarded against that. Our custom was to always know the name of the lady of the house, and to greet her upon appearing as a long lost mother, being very careful to dust our feet as though about to enter. This is almost an infallible recipe for gaining admission to any house. Try it; especially the sole cleaning act.

"With me it worked like an 'open sesame' in every case of the hundreds of times I tried it, except once. I had just sold a book to a nice lady, who apparently believed all I said, and with the high hopes of a giddy young thing I boldly marched up to the front door of the next domicile, rang the bell and with a beaming countenance greeted the woman who appeared, sized her up at a glance, called her by name, dusted my feet on the rug, and started to enter. But, no, she blocked the way, looked me coldly in the eye and didn't stir. Neither did I.

"What do you want?

"You are Mrs. Frigid Zone, aren't you?"

"Yes."

Silence.

Some more.

A lot more.

"Mrs.—Mrs. Book Lover, next door, said you, you, were, wanted, should, ought—slam!"

"The woman had vanished, madder than a boiled lobster. So was I. My charm wouldn't work. She was no lady, and I don't care who

knows it. She was an old maid, as I found out afterwards, which may or may not account for lack of a home-coming reception."

TAKE ME BACK.

Take me back to old Kentucky,
Where the crystal waters glint
As they glance along the borders
Through the fragrant beds of mint,
Where the lasses and the horses
Are terms of grace and speed,
And the whiskey and the statesmen
Both are noted for their "bead."

Take me back to old Kentucky,
Where the strong waters flow so free;
Where they cool off in the summer
'Neath the spreading julep tree;
Where the "high ball" and the "low ball"
Always hit the center square;
And you have next morning
Rheumatism in your hair.

Take me back to old Kentucky,
Where the blue grass decks the hills,
Where they have no use for water,
Save for operating mills;
For they scorn it as a beverage
On that dark and bloody ground
As they claim e'er since the Deluge
That it tastes of sinners drowned.

Take me back to old Kentucky,
To the State where I was born;
Where the corn is full of kernels
And the Colonel full of "corn."
Where to disapprove that beverage
Is to toy with sudden death;
Where they have a bonded warehouse
Where they barrel up the breath.

Take me back to old Kentucky,
Let me hear the pistols pop,
See the pigs and politicians
With their snouts eye-deep in slop;
Take me back to those blue mountains,
Where they argue points with lead,
But you needn't rush the matter—
Take me back when I am dead.

—Isaac Roosé.

BOOKMAN BECOMES LEGISLATOR.

Few bookmen have the temerity to get into politics and hold public office. When they do, they always make hard-working and efficient public servants, with a keen insight into affairs and a broad knowledge of men.

Mr. John F. L. Morris of Ginn & Co. is a bookman who has successfully gone into politics and won laurels there. As councilman from Manayunk, now known as ward 21 of the city of Philadelphia, he served the Quaker city with credit for two terms. Last fall the citizens prevailed upon him to accept the nomination for the state assembly, and elected him by an overwhelming majority.

AMONG THE BOOKMEN.

Mr. E. E. Richards of Ginn & Company is the proud owner of a fine fruit farm in Adams county, Ohio, where he raises peaches.

Isaac Roosé of the American Book Company has a set of four handsomely printed cards, which he encloses with all his letters. They contain poetic effusions on Kentucky and Ohio.

The book houses were well represented at the recent convention of the Wisconsin Teachers' Association. Among those in attendance were Robert S. Crawford of Allyn & Bacon, F. L. Manasse of the Educational Publishing Co., Sharp Todd of the American Book Co., B. D. Berry of Berry & Co., C. W. Taber of G. & C. Merriam Co., R. S. Johnson of Jos. Dixon Crucible Co., W. C. Hazzard of Silver, Burdett & Co., Lynn B. Stiles of Ginn & Co.

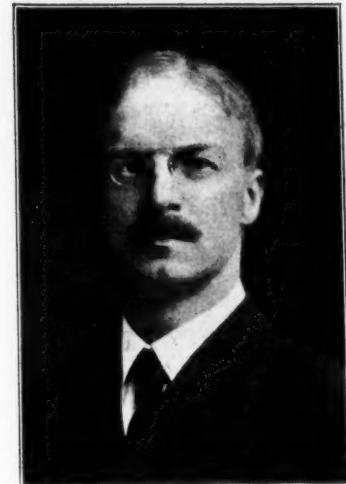
Mr. F. D. Merritt is the new Iowa representative for Chas. Scribner's Sons.

Mr. W. H. Mihillis has taken the Iowa territory for Rand-McNally Company. He is one of the oldest bookmen in the state.

Mr. Edward Adams, who represents Ginn & Company in Iowa, has been seriously ill in a Clinton hospital.

Mr. Oliver Stigall of Silver, Burdett & Company has been transferred from the Missouri to the Iowa territory.

Mr. George Plimpton of Ginn & Co. is winning fame as a lecturer. Recently he addressed the students and faculty of Smith College on "Education at the Time of Shakespeare." Mr. Plimpton showed books used in Shakespeare's time, including some actually handled by the dramatist.

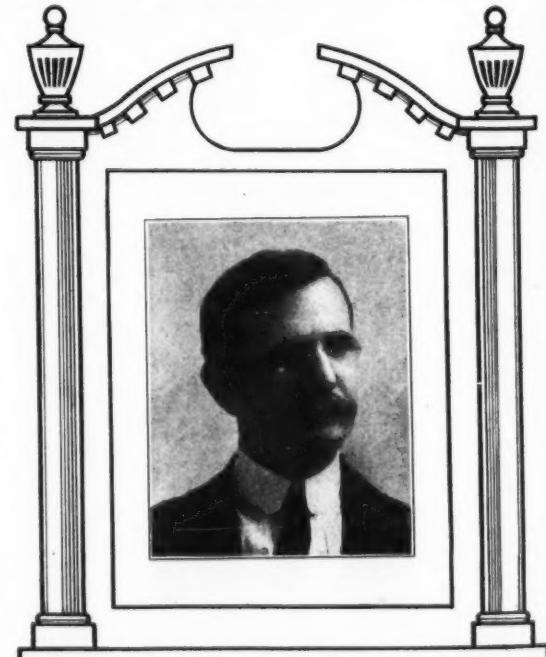


MR. JOHN F. L. MORRIS,
Philadelphia representative of Ginn & Company, who
has been elected to the Pennsylvania
State Assembly.

Mr. W. P. Teal represents the Prang Educational Company in Iowa and the surrounding western states.

EQUALITY.—Under this heading a Texas writer says: "The public school system recognizes no caste, no class, no political or sectarian standard. All classes, all phases of thought, are represented and the teacher generally succeeds in harmonizing these various elements and bringing them together on a broad basis of mutual respect, love of humanity and a high order of patriotism. If the accomplishment of these results can be fairly claimed for the public school system every man, woman and child should be its friends and do all they can to increase its usefulness and make its influence felt in every department of human effort and progress. The public schools deserve the support of all classes, not only on moral and intellectual grounds, but also on the grounds of a safe and sensible financial investment by the community, the city or the state.

BATHS.—In larger cities where the slum districts send unclean and unkempt children to the schools the authorities have provided baths. The janitor or a male attendant is placed in charge of the boys, who are cleansed and even clothed so as to be presentable in the classroom, while a female attendant looks after the girls. Wherever the baths have been introduced they have been found to wield a marvelous influence upon the children coming from the districts named, and upon the general moral tone of the entire school.



HON. JOHN LAKE PARKER,
Elected President of the School Board at
Birmingham, Ala., Nov. 4.

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EDUCATION, DEPENDENCY AND CRIME

By HON. PAYSON SMITH, Maine

It is most encouraging to note that prevention in the treatment of social disease is assuming the same important place that it has taken in the treatment of bodily ills. The corrective measures that have been given so large importance in dealing with dependency and crime are being subordinated to the more hopeful measures that treat of their causes.

Those who seek to create better social conditions by formatory rather than by reformatory methods have not been slow to see the possibilities of our system of public education. Concrete evidence of this recognition is to be found in the laws enacted by the several states to secure temperance instruction and to promote other specific reforms by giving timely instruction to the young.

While these specific measures are not always carried wisely into effect and do not always produce exactly the results anticipated, they indicate a tendency on the part of the public to expect of the schools more than a perfunctory drill upon facts and figures. They reveal the expectation of the people that the function of the school shall widen until it shall deal with the actual conditions of life, not confining itself to intellectual effort alone and not restricting itself to any purpose short of the complete and full development of the individual.

Positive Teaching Necessary.

Regarding such a view of the purpose of the schools there can be little difference of opinion. It may be possible, however, to make mistakes in the manner of applying the principle. My own criticism of much of the instruction given is that it has been too negative in character. In training the child to right living as well as to right thinking, instruction should be positive and constructive in nature rather than negative or corrective.

The young, therefore, need not so much to be told what they must not do as they need to be taught what they are to do and how the deed is to be accomplished. The whole import of our newer educational theory, I take it, means that life is constructive and progressive, and that each individual carries the means and powers with which his life is to be built.

My contribution to the discussion of the hour can not be expected to deal with any special evil to be overcome or any particular reform to be accomplished; it must have to do with the means to be employed in an upbuilding and right forming educational process.

Attention to the Individual.

My first proposition is that an educational system that is to prevent dependency and crime must concern itself not chiefly with the mass, but with the individual. The mass may be educated through the individual, but the individual can never be reached through the mass. For convenience in giving instruction, for presenting natural competitive conditions, and for economy in administration, we may group children into classes or grades, but we are greatly mistaken if we believe we can educate them in the personal sense in that way.

Every child presents his own educational problem, and it is certain to be unlike that of any other child. This problem involves many things, heredity, environment, natural talents and acquired characteristics, the varying conditions of home life and training; indeed it involves so much that to attempt an enumeration would mean the naming of all the events and experiences that go into the making of a hu-

man life. To formulate general principles of instruction is the function of the educational psychologist, to arrange courses of study is the business of the school executive and administrator, but through these alone education is not to be accomplished. The final and the important work is to be done through the application of these in just the way and to just the degree required by individual need, and that application is to be made by the teacher, who must study each case, and the teacher must be left free to make the application in the way revealed by that study as the best.

A scheme of education that makes no allowance for individual needs and peculiarities helps to produce social failures because it discourages initiative, it frowns upon originality, it tends to dull uniformity and beyond all it crowds out many who can not comply with its cast iron terms. Therefore I hold it to be of vast importance that our educational effort shall look first to the individual—if it succeeds there it will succeed likewise with the mass.

Intellectual Training Insufficient.

Second, this education that is to prevent dependency and crime must not leave out of account any portion of society. In the subjects offered in the schools we must consider not a few of the demands of human life; we must consider all of them. Our educational system must not only provide for variation in the method by which it will approach the individuals who are to make up society; it must likewise take into consideration the conditions for which they are being educated. For example, the training in our public schools is now almost entirely intellectual. Yet we must admit that, however important a part of life the intellectual part is, it is, after all, only a part and not all of life. No one realizes better than the teacher that the intellectual type of child is probably not the predominating type. Now, the education that provides for the intellect alone will not only fail to prevent crime and dependency; it may even, under some circumstances, promote both. The boy of pronounced physical activity, the one in whom the motor senses are strong, chafes under the constant restraint of an education that neglects one of the insistent demands of his nature, and sometimes, almost in spite of himself, rebellion comes, not always consciously, of course, but none the less disastrously.

Manual training in the schools is a most important force, not only for dealing with these extreme cases, but in the all-round educational development of the normal child, because it meets the great need that the hand be trained to obey instantly and accurately the command of the brain. It is also important because it may reveal to the child a realm of talent that would otherwise remain undiscovered. Moreover, the value of manual training as a positively reforming force was long ago recognized in treating with those who had been convicted of wrong doing.

Early Correction Necessary.

Again, education that is to prevent dependency and crime must not overlook the first symptoms of these disorders. In his fight against tuberculosis the physician is watchful for the first symptoms, and there appears to be a growing belief among doctors that this dread disease yields readily to treatment if such treatment can be given during the very

early stages. The same, I apprehend, is true of the social disorders of which we are speaking. Progress towards a life of crime is gradual. Such a life does not usually start in the large offense. It shows first in a tendency, then in the small misdemeanor, and so on, until habits of life are fixed. Therefore greater attention should be paid to the proper treatment of the small offender and a larger study should be made of the tendencies that lead to wrong doing. It would not be very difficult to pick out in our higher grades and high schools those boys and girls who are likely to give to the work lives of special usefulness; it would not be very hard to select those who are in danger of hurting rather than helping their fellow men. The symptoms of broken and unhappy lives are thus early in evidence.

In this latter class a case is found now and then that is so extreme that institutional treatment appears to be necessary, and there is a sentence to such treatment during minority. Here again, however, we have that larger number who require most a certain measure of corrective treatment, those who need a certain special skill not required perhaps for the normal and ordinary school condition. Parental schools here render their special service. Every state ought to have a few schools of this character where wayward children might be temporarily removed from unfortunate surroundings and be placed under the expert treatment of persons having special fitness and qualifications for dealing with such cases. Preventive measures applied when the first tendencies to crime are shown, and strengthening treatment under right conditions when the first minor offenses are committed, could not fail to reduce the ranks of those who later contribute to the criminal classes.

Individual Responsibility Needed.

But it is of great importance likewise in an education that shall tend to prevent dependency to avoid in the process the thing we de-

(Concluded on Page 25.)

NEW LIFE

Found in Change to Right Food.

After one suffers from acid dyspepsia, sour stomach, for months and then finds the remedy is in getting the right kind of food, it is something to speak out about.

A N. Y. lady and her young son had such an experience and she wants others to know how to get relief. She writes:

"For about fifteen months my little boy and myself had suffered with sour stomach. We were unable to retain much of anything we ate.

"After suffering in this way for so long I decided to consult a specialist in stomach diseases. Instead of prescribing drugs, he put us both on Grape-Nuts and we began to improve immediately.

"It was the key to a new life. I found we had been eating too much heavy food, which we could not digest. In a few weeks after commencing Grape-Nuts, I was able to do my housework. I wake in the morning with a clear head and feel rested and have no sour stomach. My boy sleeps well and wakes with a laugh.

"We have regained our lost weight and continue to eat Grape-Nuts for both the morning and evening meals. We are well and happy and owe it to Grape-Nuts." "There's a Reason."

Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in pkgs.

Ever read the above letter? A new one appears from time to time. They are genuine, true, and full of human interest.

Protecting New York Schools

One million dollars have been spent in the past eight months to safeguard the schools of Greater New York against fire. Following the Collinwood tragedy, this sum was appropriated by the board of estimate and has now been exhausted. Two millions additional will be required to complete the fire-proofing, according to figures compiled by Mr. C. B. J. Snyder, architect for the board of education.

The work which has already been done consists chiefly of alterations which are of immediate necessity, such as the changing and widening of doors, removal of closets, building fire-proof doors, etc. In discussing the work, Mr. H. M. Devoe, assistant architect, recently said:

"One of the most important results we have accomplished by the expenditure of the first million is the widening of doors and stairways so that every school in the city can be vacated in three minutes' time. One of the strictest rules now in force in all the schools is that no furniture whatever shall be placed in the stairways or landings.

"In Manhattan we have ripped out all wooden stairs and put in fire-proof stairs. We have covered the woodwork on all wooden stairways and all wooden doors and ceilings with metal sheathing.

"We have built fire-proof storerooms in every school, where the janitor must keep his oil cans and other inflammable material. All closets under stairways have been either torn out or sealed up. Every stairway has been provided with fire-proof doors in order to prevent the spread of flames, if the emergency should arise. If there had been such doors at the Collinwood school the spread of the flames might have been prevented until the scholars had escaped.

"Another lesson which Supt. Snyder brought back with him from Collinwood, after his inspection of the ruins, is that groups of single doors are safer exits than double doors. It takes too long to open up double doors in an emergency, and it was because the janitor at Collinwood only succeeded in opening one of the double doors that formed the principal exit that the loss of life was so great.

"The children came down a five-foot stairway on the double quick, and with but one door open the exit to safety was only half that width. As a result of Mr. Snyder's observations we shall in future use groups of single doors in construction in preference to double doors. We have just equipped every double

door in every school with what is known as a double-throw bolt, which can be thrown open with a single twist of a crank.

"While we agree that the main exits should open outward, we believe that the doors leading from classrooms to hallways and vestibules should open inward, so that the teachers in charge may have control of the pupils and prevent their rushing out in a panic. That is another practical idea which comes from a teacher who was present at the Collinwood disaster, and we are putting it to practical use.

"There are large attics in many of the schools, and these we have divided up into separate compartments with fire-proof partitions in order to prevent the spread of flames. The theory is much the same as the placing of water-tight bulkheads in the hull of a vessel to prevent her filling completely in case of a leak or a serious collision. We have divided all the attics up into areas of no more than 5,000 square feet of a compartment.

"In Brooklyn the style of construction in the old buildings is different from Manhattan, as most of the walls dividing the classrooms and on either side of the halls are of brick. We have been ripping out the wood floors in the hallways and putting in reinforced concrete floors—in the hallways, not in the classrooms. This renders the hallways fire-proof and would afford a safe exit in case of fire.

"Every school has been equipped with a stopcock outside of the building, by which the gas can be shut off from the street main at a moment's notice. Rubber hose for gas stove connections and drop lights have been abolished and prohibited in all the schools."

COMING EDUCATIONAL CONVENTIONS

The American Nature Study Society will hold its first annual convention in Baltimore, December 29 to 31. One session of the meeting will be devoted to a discussion of the relation of nature study and agriculture in elementary and ungraded rural schools, and another to the relation of nature study to the high school sciences. Teachers and others who have suggestions to contribute in advance of the meeting are invited to send statements of their experiences and views to the secretary of the society, Mr. M. A. Bigelow, in care of Teachers' College, New York City. The first directory of members of the society has been prepared and distributed.

Dec. 29-30-31. Southern Educational Association, at Atlanta, Ga. P. P. Claxton, president, Knoxville, Tenn.

Dec. 28-31. National Commercial Teachers' Federation, at Indianapolis, Ind. J. C. Walker, secretary.

Dec. 28-30. Arkansas State Teachers' Association at Little Rock. D. T. Rogers, Jonesboro, Ark., president.

Dec. 26, 27, 28—Oklahoma State Teachers' Association at Shawnee.

Dec. 27-29—Idaho State Teachers' Association at Boise.

Dec. 28-30—New York State Teachers' Association at Syracuse.

Dec. 28-Jan. 2—California State Teachers' Association at San Jose.

Dec. 29, 30, 31—Iowa State Teachers' Association at Des Moines, Ia.

Dec. 29, 30, 31—Indiana State Teachers' Association at Indianapolis, Ind.

Dec. 28, 29, 30—Illinois State Teachers' Association at Springfield.

Dec. 28-30—New Mexico Educational Association at Albuquerque.

Dec. 29-31—Texas State Teachers' Association at Austin.

Dec. 28-30—Utah State Teachers' Association at Salt Lake City; Dr. George Thomas, Logan, president; J. L. Gillilan, Salt Lake, secretary.

Dec. 28-31—New Jersey State Teachers' Association at Atlantic City.

Dec. 29-31—South Carolina State Teachers' Association at Columbia.

December 28-30: Montana State Teachers' Association, at Helena. Jesse P. Row, president, Missoula.

Dec. 29-Jan. 1. New York State Science Teachers' Association, at Syracuse. E. R. Smith, secretary, Syracuse.

Dec. 29-31. Washington Educational Association, at Spokane.

Dec. 29-31. Missouri State Teachers' Association, at Kansas City.

Dec. 30. Iowa Association of Science Teachers, at Des Moines. F. E. Goodell, secretary, Des Moines.

Dec. 29, 30, 31—Kansas State Teachers' Association.

Dec. 28, 29, 30—Minnesota Educational Association at St. Paul; Mr. C. G. Schulz, president, St. Paul.

Dec. 28-31—Colorado State Teachers' Association at Denver.

Dec. 28-31—Florida State Teachers' Association at Gainesville.

Dec. 29-31—Wyoming State Teachers' Association at Laramie.

Dec. 29-31—North Dakota State Teachers' Association at Valley City, N. D.

Dec. 29, 30, 31—South Dakota Educational Association at Aberdeen; J. F. Olander, corresponding secretary, Pierre.

Jan. 12-14. Tennessee Public School Officers' Association, at Nashville. P. L. Harned, secretary-treasurer, Clarksville.

CLEVER WIFE

Knew How to Keep Peace in Family.

It is quite significant, the number of persons who get well of alarming heart trouble when they let up on coffee and use Postum as the beverage at meals.

There is nothing surprising about it, however, because the harmful alkaloid in coffee—caffeine—is not present in Postum, which is made of clean, hard wheat.

"Two years ago I was having so much trouble with my heart," writes a lady in Washington, "that at times I felt quite alarmed. My husband took me to a specialist to have my heart examined.

"The doctor said he could find no organic trouble, but said my heart was irritable from some food I had been accustomed to eat, and asked me to try and remember what disagreed with me.

"I remembered that coffee always soured on my stomach and caused me trouble from palpitation of the heart. So I stopped coffee and began to use Postum. I have had no further trouble since.

"A neighbor of ours, an old man, was so irritable from drinking coffee that his wife wanted him to drink Postum. This made him very angry, but his wife secured some Postum and made it carefully according to directions.

"He drank the Postum and did not know the difference, and is still using it to his lasting benefit. He tells his wife that the coffee is better than it used to be, so she smiles with him and keeps peace in the family by serving Postum instead of coffee." "There's a Reason."

Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in pkgs.

Ever read the above letter? A new one appears from time to time. They are genuine, true, and full of human interest.



THE LATE WILLIAM E. BENSON
Kansas City, Mo.
Secretary of the Kansas City Board of Education from
January 1891 to Nov. 11, 1908.

A CLEAN SWEEP FOR THE "NEW TYPEWRITING"

BOTH THE PROFESSIONAL AND AMATEUR CONTESTS WON BY ADVOCATES OF CHARLES E. SMITH'S "PRACTICAL COURSE IN TOUCH TYPEWRITING"

AT the National Business Show, Madison Square Garden, New York, October 22, Miss Rose L. Fritz demonstrated her supremacy over all competitors by again winning the Silver Trophy (value \$1,000); Leslie H. Coombes won the Gold Medal and Title of Champion Typewriting Amateur, and Miss Celia Shanrauth beat the one-year record by seven words a minute.

WORLD RECORDS

The following typewriting records are now held by advocates of Chas. E. Smith's method as presented in "Practical Course in Touch Typewriting," and all are writers of ISAAC PITMAN SHORTHAND.

		Words per Minute
ROSE L. FRITZ	World's Champion	99
L. H. COOMBES	Amateur Champion	75
CELIA SHANRAUTH	One-Year Champion	59
ELISE SCOTT	School Champion	52
JOSEPHINE KROEPLIN	Minimum-time Champion	34

In these contests five words are deducted for every error.

From *The Typewriter and Photographic World*:

"One of the most interesting features of the amateur contest was the entry, by Wood's School, of Brooklyn, by two of its pupils, Miss Celia Shanrauth and Miss Josephine Kroepelin. Miss Shanrauth has spent fifty and one-half weeks upon the machine, in connection with her other school duties, and her record of fifty-nine words a minute stands as a world's record for that period of instruction, beating the record made by Miss Scott at Philadelphia, last April, by seven words per minute. Miss Kroepelin's record is still more remarkable. She has been at the machine three months and twenty-eight days, and her record of thirty-four words per minute is also a world's record in competition."

Send for "History of Shorthand in Public Schools," and particulars of Free Mail Course for teachers

ISAAC PITMAN & SONS, 31 Union Square, New York

Publishers of *Course in Isaac Pitman Shorthand* : : \$1.50
Practical Course in Touch Typewriting : : .75
Style-Book of Business English : : .60

THE RELATION OF THE GRAMMAR SCHOOL TO THE HIGH SCHOOL.

(Concluded from Page 4)

The child is the one to be considered, and the high school and the university must adjust their demands to the best interests of the child at any stage of his career.

A Summary of the Problem.

The thing that is of most importance in the preparation of grammar grade pupils for high school work is not so much a knowledge of different subjects of study as it is a knowledge of the study processes. The habit of patient and intelligent work, a proper attitude toward school conditions, and an outlook upon life that is appropriate to the stage of development in which the child finds himself.

This, then, as indefinitely as it is, must of necessity be stated, is the summing up of the whole matter.

First, the grammar grade teacher must have an earnest sympathy with the adolescent pupil.

Second, he must understand the mental, moral and social changes which accompany adolescent growth.

Third, there is a wider diversity in children of the same age in the grammar grades than in those of other grades in the elementary school.

Fourth, greater latitude of conduct and of study must be allowed to children in the grammar grades than to children in other grades of the elementary school.

Fifth, discipline must be more carefully adjusted to the individual pupil in the grammar grade than is found to be necessary in other grades.

Sixth, the welfare of the individual pupil, rather than conformity to an approved course

of study, must determine the direction in which the elementary school course must be enriched.

Seventh, the teacher must constantly hold in mind the ideal character to which she wishes the pupils to approximate.

Eighth, this ideal character expresses itself in every act of the teacher, and furnishes the suggestion to the pupils upon which they unconsciously act by a process of imitation in forming their characters.

Ninth, the expectation of the teacher that her pupils will enter the high school furnishes an element in the ethical atmosphere of the school which constitutes an important factor in inducing their attendance upon it.

Tenth, good habits of study, and an appropriate attitude toward school work, is a better preparation for success in the high school than is a preliminary knowledge of high school subjects without such an attitude.

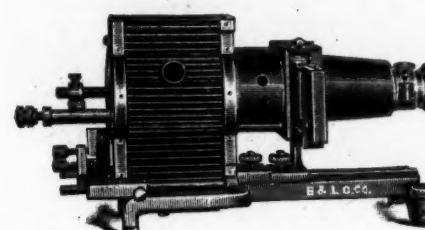
TEXT BOOK NOTES.

Atlanta, Ga. While no official announcements have been made, it is understood that the Georgia text book board commission will proceed to the adoption of books by first eliminating the objectionable texts now in use. The policy will be to select new books only in place of those which are not giving satisfaction.

The introduction of the Isaac Pitman system of shorthand into the Christian Association of Columbia University (New York), is evidence of the spread of this system among the leading institutions of the country.

A new edition, the seventeenth, of Kellner's "Pedagogik der Schule und des Hauses" has been issued in the United States by Benziger Bros., New York.

The oldest publishing house in America is Little, Brown & Company of Boston. The firm had its modest beginning in 1784 as E. Bat-



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telle's book store. The actual publication of books was begun in 1797. After a number of changes in ownership the business came into possession of Charles C. Little and James Brown in 1837, under whose guidance it assumed importance in the legal and general field of literature. The present quarters of the house occupy the site of the old building of 1830, not far from the very first location.

A new physics text for high schools, by Chas. F. Adams, has been published by the American Book Company.

Waukegan, Ill. Hunt's Progressive Speller adopted.

An artistic holiday catalogue of new and standard books has been issued by the Century Company. The cover and marginal illustrations are drawn by John Wolcott Adams. The books listed include books on travel, history, art, education, select fiction and children's books.

GIFTS.

To choose an appropriate gift—one to be received with genuine pleasure—is truly an accomplishment. Perhaps a suggestion will be of assistance to you before making your purchases for the holiday season. Have you ever considered that an up-to-date unabridged dictionary is a gift to be longer enjoyed, longer treasured, and of more constant service to the recipient than any other selection you may make? The one great standard authority is Webster's International Dictionary, published by G. & C. Merriam Co., Springfield, Mass. It is recognized by the courts, the schools and the press, not only in this country, but throughout the English speaking world, as the highest triumph in dictionary making. It is the most choice gift. Get the best.

A Railroad

built to-day at any gage other than the standard—4' 8½"—would be foredoomed to failure. It could not send its cars over a mile of way outside its own tracks.

A School

teaching any system of shorthand other than the standard—Benn Pitman—is failing to get out of shorthand all there is in it. It cannot place its students in the best positions, where they can work interchangeably with the great body of shorthand writers.

“Standardization”

on approved fundamentals is now shorthand's greatest need.”—*Boston Transcript (editorial)*, Aug. 22, 1908.

Benn Pitman Phonography

Is the only system that offers the approved foundation for the standardization of shorthand.

¶ It has been “tried out” by over half a century of use under all conditions calculated to test a shorthand system.

¶ It is taught today in more than half the public high schools in which shorthand of any kind is taught.

¶ It is written by more than half the Government shorthand writers certified under the Civil Service laws of the United States.

Why don't you adopt the standard NOW?
You will do so ultimately.

PUBLISHED BY

The Phonographic Institute Company
Cincinnati, Ohio.

BENN PITMAN, President.

JEROME B. HOWARD, Manager.

BOOK REVIEWS.

(Concluded from Page 15)

This outline should appeal widely to students and teachers of economic theory as a reference guide. Its clearness and simplicity will make it attractive to the business man and the general reader.

The Son of Siro.

A tale of Lazarus. By Rev. J. E. Copus, S. J., of Marquette University. Benziger Bros., New York, Chicago and Cincinnati. Wiltzius Company, Milwaukee.

The events that group themselves around Christ's public life were most dramatic, leading up to the supreme drama of the crucifixion. This theme has been seized upon by Father Copus, and the result is an absorbing novel. Around the central figure of Christ is woven a dramatic romance of Lazarus, who is the son of Siro, Mary Magdalene and other Gospel characters. This is said to be one of the most important novels in recent times. In it the writer displays great descriptive power, an accurate historic sense, and the skill of a master of narrative. The description of the Crucifixion will be regarded as one of the most moving of this supreme act of sacrifice. Each time Father Copus publishes a new book it is regarded as a literary event.

A French Grammar.

By Hugo Thieme and John Effinger. 404 pages. Price, \$1.25, net. The Macmillan Company, New York, Chicago.

Thieme and Effinger's French grammar is a rather comprehensive work, with exercises and supplementary reading in prose and poetry. The authors have sought, and, we think, fairly well succeeded, to present the things most essential to a general knowledge of French. Much attention and many pages are devoted to accuracy of pronunciation from the beginning. The

standard phonetic system of the Association Phonétique Internationale has been adopted and adhered to throughout. There is consecutive treatment of subjects, and considerable French history is introduced in the exercises.

There is a large appendix and index. This work should find favor with French teachers, as it appears well and thoroughly done.

A Manual of Language Lessons.

By F. R. Heath. 275 pages. The Phonographic Institute Company, Cincinnati, Ohio.

An insistence upon the correct use of both the written and spoken word in every conceivable form is the striking feature of this book. The definitions, the exercises, the exceptions, all tend to the one point. While the study of grammar in every language is necessarily a study of words and their uses, few writers on this subject have appreciated more keenly than the author of the “Manual of Language Lessons” the principal idea in the study of grammar: the proper use of words. It is an axiom to say that grammar consists in a study of words, still few authors of text books have insisted so continuously or allowed the language books and grammars to hinge so noticeably on this one idea. In treating of the parts of speech, the definitions are clear and illuminative, and eminently satisfactory. The book abounds in practical examples, clear definitions of synonyms, and a large list of homonyms.

The Story of the Greek People.

By Eva March Tappan. 257 pages. Price, 65 cents, postpaid. Houghton-Mifflin Company, Boston.

An excellent book to give children a real love for history. The attitude of a child towards history is often determined in his first approach to the study of history of any country, and the author of this little work has certainly made it interesting enough to catch the fancy of any normal child. It may be used either as a text

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awakens the interest of children and produces unprecedented results in the teaching of Hygiene and Civic Reform. A child reads intelligently, absorbingly and enthusiastically whatever appeals to his interest. This appeal is something entirely new in a series of hygiene and physiology texts, and accounts in a large measure for the unusual success of these books.



Ginn & Company, Publishers

Boston New York Chicago London

book or as supplementary reading. Topics are given at the close of each chapter which are helpful for recitation or composition. The chief excellence of the book, we think, is the admirable selection of illustrations, some of which are really works of art, clean, wholesome, and strongly to be recommended for these two last qualities. We are under the impression that the book would be valued by any child as a Christmas present.

Harry's Island.

By Ralph Henry Barbour. Cloth. Illustrated. 12mo. 306 pages. Price, \$1.50. Century Company, New York.

A jolly book relating the summer adventures of four chums, three lively, manly boys, and a bright, fun-loving girl. It has all of the wholesome, fresh atmosphere of Mr. Barbour's former books and should readily find a place in school libraries.

Robinson Crusoe in Esperanto.

By R. W. Mason. 143 pages. Price, 50 cents. Henry Altemus Company, Philadelphia.

Whether the story of Robinson Crusoe in Esperanto be regarded as a literary curiosity or destined to be the forerunner of a long series of classics in the international language, it is at present impossible to say. The enthusiasts of Dr. Zamenhof's invention claim that ere long its use will be world-wide and that now everywhere clubs are being formed for its study. This little work is intended for practice work for students of the new language.

Horace.

An account of his life by Rev. William Greenwood. 128 pages. Price, \$1. Published by the author at Des Moines, Ia.

The author, on page 41, quotes Lord Lytton: “Of all classical authors, Horace is one who has most attracted the emulation of editors and commentators. Students, indeed, have

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Can children really begin to read independently after the first week in school? This is not an unanswerable conundrum, as the Aldine System of Teaching Reading has already demonstrated its possibility. In one year, or less, the majority of children learn to read at sight and to grasp quickly

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any thought that comes within their comprehension. Within two years, all normal children reach the same result. They learn to read also, not only fluently but with life and expression while mastering the mechanics of reading. It is worth your while to investigate.

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Aldine Fourth Reader	In preparation
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some reason to complain of the very attempts made by learning and ingenuity to determine his text and interpret his meaning. . . . Horatian scholars feel an interest in examining how each succeeding translator grapples with the difficulties of interpretations, which have been, as many of them still are, matters of conjecture and dispute to commentators the most erudite and critics the most acute."

It is precisely because of this interest in the great poet that the Greenwood Horace will find a welcome. The work contains an account of his life, a translation in prose or verse of the best of all his writings, a scholarly explanation of his meters, and an estimate of his qualities and perennial influence.

We strongly recommend this work, both to teachers of Horace and to pupils. The selection of translations is quite satisfactory.

King Arthur Stories from Malory.

By Lillian Stevens and Edward Allen. 188 pages. Price, 40 cents. Houghton-Mifflin Company, Boston.

This book is a delight. Old Malory's tales of the Knights of the Round Table, from Morte D'Arthur, are ever interesting and never seem to lose their charm of quaintness. The authors have done them into modern yet very simple and lucid English, which gives them an additional attractiveness. The value of the little book—a perfect treasure for a child—is enhanced by the illustrations, which are copies by Abbey of his celebrated mural paintings in the Boston Public Library. Nothing more satisfactory, in its line, has been given to the public in a long time. There are eighty-four short stories. Such obsolete or archaic forms as have been retained will, with the help of the context and the glossary appended, be easily understood by the children. It may be remarked that older children, too, will delight in this rendition.

He Can Who Thinks He Can.

By Orison Swett Marden. 250 pages. 12mo.

Price, \$1.50, net; postage, 10 cents. Thomas Y. Crowell & Co., New York.

These papers of Orison Swett Marden from Success Magazine are now for the first time put between covers. The book is full of brisk talk on the value of confidence in one's self. The title is fairly explanatory of the contents of the book. While the editor of Success urges all to use to the full their natural ability and to aim for success and higher success—which is all good so far as it goes—yet the papers would be of more value were there at least a little spice of the supernatural thrown in, for man's success does not always rest entirely with himself, but rather with the blessing of Providence. Nevertheless, the atmosphere of self-encouragement which these pages inculcate is not to be neglected, and the work as a whole is valuable.

The Foundation of Mathematics.

By Dr. Paul Carus. 141 pages. The Open Court Publishing Company, Chicago.

Dr. Paul Carus describes this little work "A Contribution to the Philosophy of Geometry." The first portion of the book contains an historical sketch on axioms and the axiom of parallels, without which geometry is termed metageometry. In the second division attention is given to the Philosophical Basis of Mathematics, and in a third, Mathematics and Metageometry. There is a rather Kantian epilogue and an index.

THE SCHOOL GARDEN.

One of the most marked tendencies in education in American schools today is the tendency to make a union between the school life and the home life of the pupil. This has manifested itself in the establishment of school gardens, and the benefits arising from actual experimental work in garden and field are manifold. In many European countries the garden has been an essential part of the school for

many years; in America it is only in recent years that the value of this adjunct to the school has been recognized. Its value, however, is very great and very plainly manifest when the work is undertaken. It not only affords incidentally an aid in much of the daily work of the school, being easily connected with the lessons in language, drawing and painting, arithmetic and geography, but it has a direct educational value of its own in bringing the child into contact with nature at first hand, under the guidance of his teacher, making of him at once a producer and bringing to his life the joy that is known when we see the product of our own labor, teaching him objectively some of the processes of nature in the vegetable world, giving him an experimental knowledge of soils and training in economy in the use of land, giving him personal training in the recognition of the property rights of himself and others as exemplified in the subdivision of the garden, stimulating him to beautify his home surroundings, and in many other ways appealing to and developing his better life. These are considerations too often overlooked in the education of the child, or too liable to be sought for only by precept instead of practice.—Livingstone McCartney, Henderson, Ky.

TRANSPORTATION. **Pupils.**—The transportation of pupils is one of the important features of the consolidation of rural schools. Where a centrally located graded school takes the place of a number of small schools the custom, in accordance with recent movements towards the improvement of the rural school system, the pupils are conveyed at the public's expense to and from school. The purpose of this movement is to afford the children the advantages of a full graded school with all modern equipments, etc.

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The use of **Horsford's Acid Phosphate** is especially recommended in the relief of Nervousness and Headache caused by impaired digestion, prolonged wakefulness or overwork. It acts as a general tonic and vitalizer, promoting digestion and restoring the nervous system to healthful vigor.

Horsford's Acid Phosphate is agreeable to the taste and is the same phosphate that occurs in wheat and other cereals.

HORSFORD'S Acid Phosphate

(Non-Alcoholic.)

Not Endless.

The Smallest Boy—"Teacher, is the world round?"

The Teacher—"Yes."

The Smallest Boy—"Well, how can it come to an end, then?"

Struck the Exception.

Sunday School Teacher—"Why, Willie Wilson! Fighting again? Didn't last Sunday's lesson teach you that when you are struck on one cheek you ought to turn the other to the striker?"

Willie—"Yes'm; but he hit me on the nose, and I've only got one."



Quite So.

Teacher (musing)—It seems paradoxical, but it's true, that I must read dry books to satisfy my thirst for knowledge.

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Lehring: „Herr Prinzipal, Herr Prinzipal, ich glaub, mer kriege e Donnerwetter!"

Prinzipal: „Wie haiszt—wir, wir! sind sie Theilnehmer vons Geschaef?"

Lehring: „Nu Herr Prinzipal, sind se mer nicht boes—sie solln allein das Donnerwetter kriege!"

Remedying the Trouble.

In a Philadelphia school the teacher noticed that one of the youngsters was indifferent to his lessons. After several attempts to get him to put his mind on his work, she told him it was useless to try to teach him, for everything she said went in one ear and out the other. A few minutes later the teacher observed Willie rolling something into a small ball.

"What have you got there, Willie?" she demanded. "Why aren't you studying your lesson?"

"It's cotton, Miss Mary," was the startling rejoinder of Willie. "I'm going to put it in my ear so that what you tell me won't go in one ear and out the other."

Small Boys on Newspapers.

The boys in a Guildford school were told to write an essay on "Newspapers." Here are some gems which we quote from the Guildford Free Press:

"Newspapers are made of rags and grass. They are sold for different purposes. People who keep shops or sell things wrap them up in a piece of newspaper."

The little fellow who wrote the following knows a thing or two:

"They were first called 'news letters.' In those days there were no pictures, no diagrams, but facts; but now they have more than facts. There are some papers which put a thing in one day and contradict it the next."

Here are four more gems. The third looks nasty, but perhaps there is a mistake in the spelling:

"Some have pictures of a very little thing that happens, such as two or three inches of snow in the streets of London."

"By means of papers grievances can be redressed, situations obtained, knowledge increased, and property regained."

"There are weakly papers."

"You can get them for a little more than nothing."

After a lesson on "Washington," or, rather, during the lesson.

Teacher—"Was Washington ever just a small boy like you little boys?"

Little girl of seven—"Yes, a long time ago."

Teacher—"What made him such a great man?"

Little Girl—"Why, he dis beginned a growin' and he growed and growed and growed."

Teacher—"William, what is syntax?"

William—"I don't know, unless it's the tax on whisky."



OU have at some time or other been dissatisfied with the pencil you were using; it was too hard, or it didn't make a black enough line, or the writing looked blurred. Perhaps it was tiresome to hold, or you had tried to sharpen it with a dull knife and the wood seemed tough and difficult to cut. These troubles were all caused because the pencil has not been fitted to the work you expected it to do. Tell us what you want, or expect of the pencil, and we can supply you with the pencil that fits. The Pencil Guide that tells how to select the right pencil, and the Pencil Geography that tells how and where the material comes from and how they are put together, will be sent to any teacher free of charge. A generous package of pencils will be sent on receipt of 16c. in stamps.

Joseph Dixon Crucible Company, Jersey City, N. J.



Defining Responsibility.

The aunt serves as secretary. Little Girl—"Auntie, is your work just to sit and write at a desk?"

Aunt—"No; it's more than that."

Little Girl—"Well, what is it like? Do you have any 'sponsibility?'"

Aunt—"I don't believe you know what responsibility means."

Little Girl—"Yes, I do. The other day Edward let me take his top. I was so careful with it because I didn't want to break it. Now, that was responsibility, wasn't it?"

A Good Reason.

Johnny—"Indians must have good times when they are boys."

Teacher—"Why do you think so?"

Johnny—"Cause their teachers can't tell whether their hands are dirty or not."

Prof. (to smart junior)—"What is a direction? Did you ever see one?"

Junior—"Yes, sir."

Prof.—"Where?"

Junior—"On a medicine bottle."

He Knew.

Teacher—"Yes, children, when the war broke out, all the able-bodied men who could leave their families enlisted in the army. Now, can any of you tell me what motives took them to the front?"

Bright Boy (triumphantly)—"Locomotives."

Political Advice.

During general lessons.

Teacher—"What is a Democrat?"

Paul, age six years—"A man what wears his cap on wrong side behind, an' my papa says if a man's goin' a be a democrat, he ought to allus be one."

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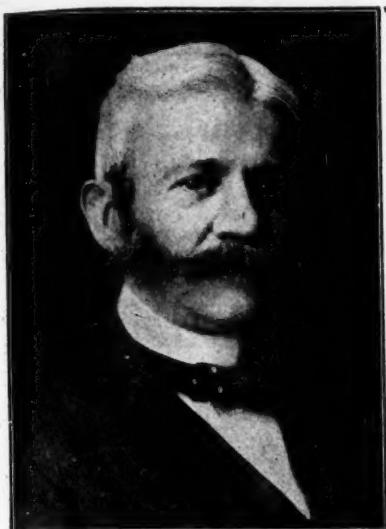
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SUPPLIES AND FURNITURE

The Eagle Pencil Company has placed upon the market two handsome boxes for school children, each containing a high grade Eagle pencil, penholder, pocket pencil, eraser and sharpener. The boxes are hinged and covered with paper in fleur-de-lis or floral design.

Cleveland, O. Contract for desks to be purchased during the coming year has been awarded to the American Seating Company. A year ago the business went to the Theodore Kundtz Company, a local firm.

Mr. Philo R. Hoy has succeeded the late Charles W. Bassett as business manager of the McIntosh Stereopticon Company, Chicago. Mr. Hoy has been for a number of years vice-president of the firm, and is well fitted to take up the management. Mr. Morton A. Bassett, a son of the late Mr. Bassett, has entered the firm.

The L. E. Knott Apparatus Company and the Arthur W. Hall Scientific Company have been combined under the corporate title of the first named company. Mr. Hall will take an active part in the management and Mr. Knott will retire.

Wiping cloths for school purposes are prepared by the Sanitary Rag Company of Kalamazoo, Mich. The firm markets two grades of soft cotton cloths for wiping purposes—a

pure white at eight cents per pound and a mixed colored kind at three and three-fourths cents per pound. Both kinds are thoroughly washed and disinfected.

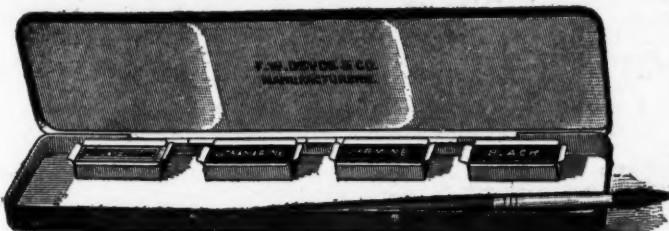
OLD DESK IN IMPROVED FORM.

The "Dayton" desk, which was manufactured in the Ohio city of the same name for twenty-five years, has again appeared on the market in an improved form. The Ohio Rake Company made this desk nine years, but discontinued because of other widening interests. A persistent demand for a school desk embodying the distinctive features of the Dayton desk



THE IMPROVED DAYTON DESK

has induced the firm to again enter the school field. The model now constructed has been improved to embody the results of the latest



THE children in your school probably need as a part of their equipment, a box of water colors.

Devoe School Water Colors are "made in America"—by us. They are true in color, uniform in quality, and superior in every way; your pupils may as well have the best; don't cost any more.

No. 122, shown above, has one cake each Carmine, Ultra-marine, Perfect Yellow, Black, and one No. 7 brush. Instead of Black you may have Charcoal Gray, or an extra Perfect Yellow.

Devoe Wood Stains in powder. Ready to use by dissolving in water; 14 colors. Just the thing for manual training department.

Special prices to schools and dealers.
For full information address Department 5.

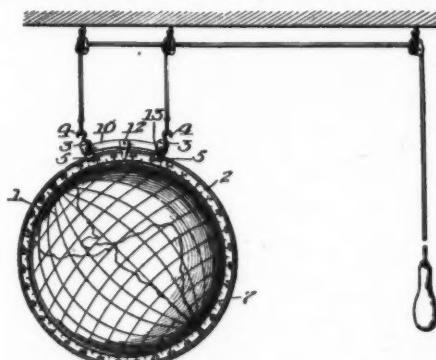
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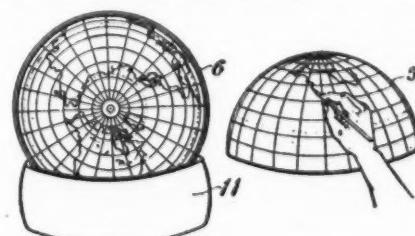
researches tending to healthfulness, convenience and durability.

Globe-Suspending Device. Thomas H. Costello, Chicago, Ill. In combination with a globe and a meridian ring, provided with flanges



on either side, a yoke, means on the ends of said yoke for engaging the flanges of the ring, and means attached to the yoke for supporting the globe and its attachments.

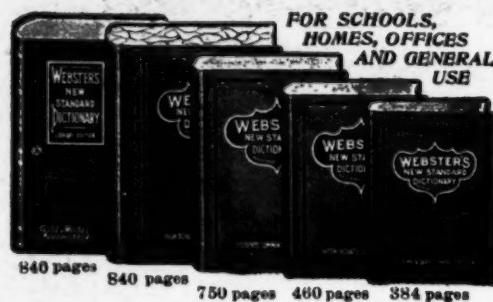
Geographical Globe. Loren R. Phillips, Collbran, Colo. A hollow opaque body having an exterior delineating surface and including



separable sections, and a copy displayed on the interior surface of the body and adapted to be reproduced on said delineating surface.

LAIRD & LEE'S STANDARD Series of Graded Dictionaries

For Libraries, Homes, Offices, Universities, Colleges, High Schools, Common Schools, Including Elementary, Intermediate and all Grammar Grades



840 pages 840 pages 750 pages 460 pages 384 pages

Addenda of about 400 recent words pertaining to late discoveries in the arts and sciences (Library and High School Editions only), making these two editions 840 pages each.

Laird & Lee, 263-265 Wabash Ave., Chicago, Ill.

N. E. A. CONVENTION ANNOUNCED.

The executive committee of the National Education Association has definitely announced their next annual convention to be held in Denver, July 5 to 9, 1909. While it has been impossible to get definite action by the railway associations on rates, the committee has been assured that a rate of \$30 for the round trip from Chicago to Denver will be in force. This is \$1.50 less, not including membership

fee, which the association obtained for the Denver convention in 1895, and which was reasonably satisfactory. A rate of one-and-one-half fare from points east of Chicago and St. Louis will be granted to those points to connect with the \$30 basing rate. These rates equal just about the old time one-fare rate.

There is abundant promise that the Denver convention will be as satisfactory in its program as the Cleveland meeting, with a large attendance from all parts of the United States. Following the convention, the railroads of Colorado will grant special excursion rates of one fare for the round trip to all points in Colorado and adjoining states. The extensive development of mountain vacation resorts in Colorado will afford members an opportunity to spend their vacation amid the most delightful surroundings at very reasonable cost. The presidents of the twenty-one departments of the association will meet in Chicago Jan. 1 and 2, 1909, for conference and for outlining the various programs.

The Department of Superintendence.

As previously announced, the Department of Superintendence will meet in Chicago Jan. 23 to 25, 1909. The Auditorium Hotel will be the headquarters, and meetings will be held in the Fine Arts building, adjoining. Railway rates for this meeting will be one and one-half fare on the certificate plan from all territories east and south of Chicago and St. Louis. There is a prospect that a similar rate will be granted from the territory of the Western Passenger Association. In any case the rate will be 2 cents per mile, which is equal to the old one and one-third fare granted for this meeting on the basis of 3 cents per mile.

President Elson is working hard on the program, with promise of an interesting array of subjects and high class list of speakers. From present indications the meeting in Chicago will be by far the largest ever held by the Department of Superintendence.

Manual Training.

Manual training, writes a western editor, when carried out along practical and common sense lines, has shown itself to be one of the most effective preventives of crime and shiftlessness. Nine out of ten of the boys who drift into criminal ways do so for lack of anything else sufficiently interesting to give their hands and minds occupation. The average boy is, by nature, predisposed to activity. He longs to be "doing something." In many cases the study of books fails to supply this want. Many a boy whose lessons have to be fairly driven into him by main force will work for hours in

THE WORLD AT OUR DOOR

America is active in many directions—Peary is after the pole; American government rejuvenating the Philippines; American industry quickening the plains of Russia and Siberia; American capital taking gigantic hold in Central Africa. Isn't it plain that world interests are American interests—that our children as well as their parents should make a study of the situation? For a clear and accurate picture of this country in relation to the world

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The following pamphlets are free upon request: "Language Teaching in the Grades," by ALICE W. COOLEY; "The Teaching of English Grammar," by W. F. WEBSTER, and "Teaching English in the High School," by W. F. WEBSTER.

HOUGHTON MIFFLIN COMPANY

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fashioning a windmill with his pocket knife. He wants to have something to show for his work; something that is not adequately represented by the letters on the report card from his teacher.

The average boy's fingers fairly ache to get hold of tools, and he is ready to stand any amount of instruction along the line of their use, provided he is afforded an opportunity to turn this instruction into actual practice. It should be the object of manual training to seize upon this natural inclination of the boy and direct it in the way it should go. Give the boys the proper tools, show them how they should be used, and the possibilities of construction, and there will be few of them who will drift into bad company. They are doing something that looks "practical" and the average American boy wants "results."

In a somewhat lesser degree the same line of reasoning supports the claims for "domestic science" for the girls. They, too, want their lessons to result in something tangible. These "results" may not be as lasting as those achieved by the boys, but the girls feel that they can duplicate them when they are in their own homes.

St. Louis, Mo. The salary of both attendants in the public schools has been fixed at \$50 per month after the first year of service.

IMPORTANT NEW BOOKS FOR TEACHERS :: ::

THE STUDY OF NATURE

By SAMUEL CHRISTIAN SCHMUCKER, PH. D.
Professor of Biological Sciences in the West Chester, Pa., State Normal School

The author of this volume, with rare insight and skill, has here given to teachers such typical exercises and such appreciative explanation of the things in our common environment as to make delightful the interpreting of nature to a child. Four full-page plates in color and 57 line drawings.

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This Company's products include everything necessary for cleaning the dust and dirt out of school buildings.

New circulars have recently been prepared by us, explaining the nature of dust in general and of schoolroom dust in particular, while others describe the Vacuum System of dust expulsion and destruction, all of which we are glad to send to any who may be interested—free on request.

WRITE FOR CIRCULARS TO-DAY

AMERICAN AIR CLEANING COMPANY
MILWAUKEE, WIS.

THE MOVEMENT FOR INDUSTRIAL EDUCATION.

(Concluded from Page 4.)

ness, has got about as far as it can go without an increase in the strength of the personal element. The public school system is to be tested as never before. The natural fruits of a starved teaching force are to be harvested. The only possible means of securing hoped for results through the new education is the well supported, well trained teacher. To secure the well trained teacher, particularly for projecting the industrial element into the schools, will entail expense. The graduates of the agricultural colleges are not to be drawn away from attractive careers in other fields to "batten on the moor" of a poorly paid public school career.

Through the provisions of the Nelson law, passed by congress in 1907, the agricultural colleges of the United States are authorized to train teachers to carry out the ideals of the industrial type of education. A majority of the agricultural colleges now have departments of education to this end. We are ready to turn out the teachers, but the public must make its call as financially effective as the call from other fields, or few of our students will enter teaching.

EDUCATION, DEPENDENCY AND CRIME.

(Concluded from Page 17.)

sire to avoid in the end. It should be a fundamental purpose of all our educational work to make the individual feel responsible for his own education.

A good school system is one that cultivates a large sense of personal responsibility, a good school is one that affords just the right stimulus to the child and then leaves him to work out his own educational salvation, a good teach-

er is one who makes himself necessary to his pupil by cultivating in him self-dependence. There is danger, I believe, that we carry too far our development lessons and our help to pupils. We may be sure that we are doing this when our pupils leave our schools unable to depend upon themselves both for their thinking and for their action.

AMONG BOARDS OF EDUCATION.

Boards of education in California cities have adopted a new means of combating the fraternity evil. Thus: a notice that has been served by Supt. E. A. Moore, of Los Angeles, will make it impossible for any pupils of the high schools who are members of fraternities to secure the recommendations necessary for a graduate of these schools to matriculate with universities of this or any other state without examination.

An important decision affecting the public schools in the south is the ruling of the United States supreme court in the case of Berea college in Kentucky against the state of Kentucky. This litigation was instituted to test the validity of the state law of 1894 prohibiting white and black children from attending the same schools.

The higher state court took the position that the white and black races are naturally antagonistic, and that the enforced separation of the children of the two is in line with the preservation of the peace. The college pleaded, chiefly, the rights of the blacks under the federal constitution. The supreme court held, however, that the states of the union may constitutionally legislate to prevent the co-education of the white and black races. The opinion was handed down by Justice Brewer, and affirmed the findings both of the Kentucky circuit court and of the court of appeals. Justices Harlan and Day dissented.

Huntsville, Ala. As a means of inducing teachers in the rural schools to secure higher grade certificates, the Madison county school board has reduced the maximum salary of third-grade licenses from \$40 to \$35 per month. Teachers in the service will be granted one year's time to get a second-grade certificate. A similar action is contemplated in the future in respect to the second-grade license, which now command a much higher salary.

Louisville, Ky. Thirty escheat suits, involving about \$300,000 worth of property in various parts of the city and state, were recently filed on behalf of the Louisville school board. The action is taken under section 192, of the constitution of Kentucky, which provides that no corporation shall hold any real estate, except such as may be proper and necessary for carrying on its legitimate business, for a longer period than five years, under penalty of escheat. Property so held is forfeited to the public schools, and may be seized after due process of law. A suit against the Illinois Central Railroad Company is pending in the courts.

INSTITUTES FOR TEACHERS.—These are periodic meetings of teachers of a district (municipal, town or county) for the study of the theory and art of teaching. They consist of lectures, conferences and instructions in (a) professional studies, such as school management, pedagogy, etc., (b) academic studies, such as may seem best suited to the needs of the teachers, and (c) official instruction by the county or city superintendent of schools. These last relate especially to reports and other official duties of teachers. In many places institutes afford the only professional training which teachers receive.

**ALABAMA.**

Ensley—Erection of grammar school is contemplated; \$20,000.

ARIZONA.

Phoenix—\$24,000 building will be erected for normal school. Tempe—High school will be erected. Sacaton—Archt. J. M. Creighton, Phoenix, has plans for Indian schools. Prescott—Archt. W. S. Elliott has plans for school, W. Prescott.

ARKANSAS.

Datta—Contract was awarded for 2-story school. Nettleton—6-room school will be erected; \$20,000. Little Rock—Erection of school is proposed; \$10,000.

CALIFORNIA.

Piedmont—\$50,000, bonds, voted for site and erection of school. San Francisco—Site has been approved for school. Modesto—8-room grade school will be erected; \$25,000. Pasadena—Archt. C. Corwin Keyes, Los Angeles, has plans for 4-room school. Yuba City—Propose to issue \$2,000, bonds, for school purposes. San Jose—Plans for state normal school have been completed; \$300,000. Calexico—Propose to issue \$6,000, bonds, for school. Kerman—Archts. Chas. Paff and John Baur, San Francisco, have plans for concrete school. El Monte—Bonds will be issued for school.

CONNECTICUT.

Stamford—Archts. Boring & Tilton have plans for addition; \$50,000.

DELAWARE.

Houston—School will be erected.

DISTRICT OF COLUMBIA.

Washington—12-room school will be erected; \$85,000. Takoma Park—Propose to rebuild school; \$20,000.

FLORIDA.

Daytona—\$35,000, bonds, voted for school.

GEORGIA.

Lula—\$5,000 bonds issued for school.

ILLINOIS.

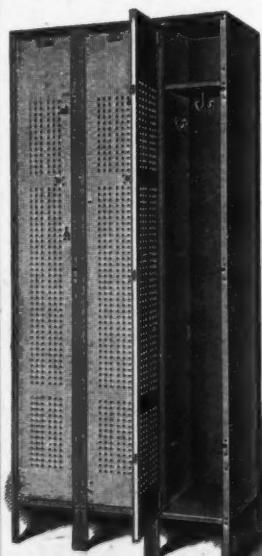
Benton—Archts. Spencer & Temple, Champaign, have plans for high school; \$35,000. Springfield—4-room school will be erected. Waukegan—Propose erection of grade school. Freeport—Propose erection of 4-room school. Chicago—Bids have been opened for 12-room school. Browns—School will be erected; \$5,000.

INDIANA.

Franklin—Contract was awarded for high school. Terre Haute—Addition will be built for Wiley high school. Oxford—Archts. J. A. Boonstra & Co., Lafayette, have plans for 2-story school; \$30,000. Culver—School will be erected. St. James—Archts. Harris & Shopbell, Evansville, have plans for 2-story parochial school; \$5,000. Valparaiso—Contract was let for high school; \$40,000.

IOWA.

Sioux City—Contemplate erection of parochial school. New Dyersville—Propose erection of divinity seminary. Gilman—School will be erected.

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Collins—\$14,000, bonds, issued for erection of school.

KANSAS.

Hutchinson—School will be erected; \$15,000. Curranville—A 4-room school will be erected. Thayer—School will be erected. Kansas City—Archt. W. E. Harris has plans for 2-story school; \$20,000.

LOUISIANA.

Bienville—School will be erected; \$20,000. Dyersville—Contemplate founding of educational institution.

MARYLAND.

Georgetown—A school for colored children will be erected. Baltimore—Two schools will be erected. St. Rose Industrial school will be built. Berwyn—School will be erected, Prince George County.

MASSACHUSETTS.

Roxbury—Bids for elementary school were opened. Lynn—Plans have been submitted for 3-story school. Attleboro—Archts. Cooper & Bailey have plans for school; \$55,000.

MICHIGAN.

Detroit—2-story school will be erected; \$60,000. Port Huron—School will be erected, Dist. No. 2. Wayne—School will be erected; \$37,000. Traverse City—Academy of Holy Angels will be modernized; \$50,000. Hancock—Ripley school will be erected; \$45,000. Grand Rapids—6-room building will be erected. Dorr—\$5,000, bonds, voted for 3-room school.

MINNESOTA.

Rose Creek—4-room school will be erected. \$10,000. Duquette—Bids were received for school. Detroit—Archt. F. D. Orff, Minneapolis, is preparing plans for 2-story school; \$40,000. Nashwauk—Site will be selected for school. St. Paul—Site has been selected for school, Tenth ward. Propose erection of four high schools.

MISSISSIPPI.

Shaw—\$7,000, bonds, were issued for school. Charleston—School will be erected; \$20,000.

MISSOURI.

St. Joseph—Erection of grammar school contemplated. St. Louis—Addition to Pestalozzi school will be built; \$75,000. Plans were accepted for Humboldt school. Linn—Archts. Wessbecher & Hillebrand, St. Louis, have plans for 2-story parochial school. Rock Creek—Archts. Jos. Stauder & Sons, St. Louis, are preparing plans for 2-story school; \$4,000. Canton—Propose erection of school; \$15,000.

MONTANA.

Glendive—Propose to issue \$35,000, bonds, for county high school. Anaconda—Contract was awarded for school.

NEBRASKA.

Wilcox—Bids have been received for school, dist. No. 62. Pawnee—School will be erected, dist. No. 59. Gibbon—School will be erected.

NEW JERSEY.

Pitman—Contract was awarded for school. Vineland—Contemplate erection of high school. Bridgeton—Erection of school is proposed. Collingswood—Propose erection of school. Hoboken—High school will be erected; \$500,000.

NEW YORK.

Springville—Building will be erected for Griffith Institute; \$75,000. New York—Archt. N. Serracino is receiving figures for 2-story parochial school. Alfred—State Archt. F. B. Ware, Albany, has plans for building State School of Agriculture. Johnstown—Propose to issue \$64,000, bonds, for high school. Hornell—Propose to issue \$30,000, bonds, for school. Mamaroneck—Archt. Arthur G. C. Fletcher, New York City, has plans for 2-story school. Salamanca—Sketches were re-

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KANSAS CITY

ceived for high school; \$75,000. Elmira—School will be erected on Trinity Place. Buffalo—Propose erection of Central High School. LaSalle—Plans have been prepared for two schools; \$12,000.

NORTH CAROLINA.

Liberty—Archt. W. L. Brewer will erect high school; \$8,000. Summerfield—School will be built. Millwood—School will be erected.

NORTH DAKOTA.

Leonard—School will be erected. Cooperstown—Bids were received for school, dist. No. 13.

OHIO.

Bloomingburg—Archts. Howard, Inscho & Merriam, Columbus, are preparing plans for school. Columbiana—Plans were received for school. Jacksonville—School will be erected; \$20,000. Guernsey—Site has been selected for high school. Columbus—Archts. D. Riebel & Sons have plans for 2-story school; \$75,000. Toledo—Propose to issue \$500,000, bonds, for school purposes. Cincinnati—Archts. Samuel Hannaford & Sons have plans for 5-story Mechanics' Institute. Adrian—Archts. F. K. Hewitt, Tiffin, has plans for school. Pleasant Ridge—\$50,000, bonds, voted for school. Springfield—Parochial school will be erected. Sandusky—Parochial school will be erected. Cleveland—Plans will be prepared for grammar schools. Fostoria—Archt. Millott has plans for parochial school; \$35,000. Cleveland—Archt. Wm. C. Jensen will prepare plans for 2½-story school; \$35,000.

OKLAHOMA.

Madill—Contract was awarded for school in the vicinity. Oklahoma City—Contemplate erection of high school. Norman—Archts. Layton & Smith, Oklahoma City, are preparing plans for 8-room school. Texhoma—School will be erected; \$15,000. Mill Creek—Archt. J. B. White, Ardmore, has plans for school. Oklahoma City—\$75,000, bonds, were voted for ward schools. Spencer—Archts. E. Coady & Co. have plans for erection of school. Hartshorne—10-room school will be erected. Aylesworth—Contract was awarded for 2-story school; \$8,000.

OREGON.

Salem—School will be erected. Milton—School will be erected. North Bend—High school will be erected; \$53,000.

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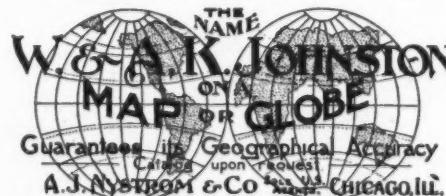
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Ashby's Portfolio of School Houses containing beautiful designs (perspective and floor plans) of school buildings ranging from one room up, will be sent to School Committees that are interested in the erection of school buildings for which plans have not yet been procured.

G. W. ASHBY, Architect, Medinah Bldg., Chicago, Ill.

PENNSYLVANIA.

Philadelphia—24-division school will be built. Norwood—Erection of school is contemplated. Upper Darby—Archt. E. B. Louis has plans for 3-story school; \$40,000. Philadelphia—Two schools will be erected. Wilkinsburg—Archt. Thomas H. Scott, Pittsburg, has plans for 3-story high school; \$200,000. Clairton—Archt. C. J. Reiger, Pittsburg, has plans for 2-story school; \$50,000. Sunbury—Plans will be submitted for school, First ward. Allentown—Archts. Ruhe & Lange are preparing plans for 3-story high school. Red Lion—Propose a \$25,000 loan for school building.

SOUTH DAKOTA.

Hoven—Parochial school will be erected; \$18,000. Farmingdale—School will be erected. Watertown—High school will be erected; \$65,000. Kadoka—Site has been purchased for school.

TEXAS.

Denton—Fireproof school will be erected; \$50,000. Buda—Citizens voted tax for school; \$10,000. Beaumont—Propose to issue \$100,000 bonds, for four modern schools. El Paso—School will be erected; \$39,000. San Angelo—School will be erected. Paris—Archt. H. T. Phelps, San Antonio, will prepare plans for school; \$45,000. Ft. Worth—Contract was let for 16-room school.

UTAH.

Hinckley—Church high school will be built.



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PUBLICATIONS RECEIVED.

Henderson, Ky., annual report for 1908, by Supt. Livingston McCartney. Includes comments on the progress and present problems of the schools, statistics, course of study, and rules. Paper, 8vo., 81 pages, illustrated.

The Apprenticeship System, in its relation to industrial education. By Carroll D. Wright, president of



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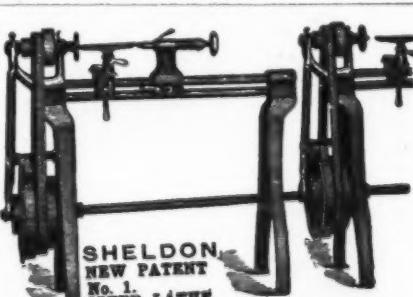
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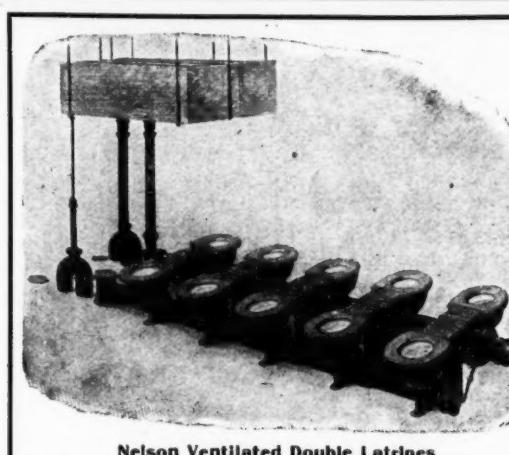
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VIRGINIA.

Dinwiddie—Two schools will be erected. Norfolk—2-story high school will be erected; \$33,000.

WEST VIRGINIA.
Triadelphia—\$40,000 contemplated for school purposes.

WASHINGTON.

Slater—1-room school will be erected.

WISCONSIN.

Sparta—\$5,500 bonds, purchased for school building. Pittsfield—School will be erected. Kenosha—Plans have been prepared for 14-room school. Sheboygan—Site has been selected for school. Knapp—School will be rebuilt; \$9,500. Green Bay—School will be erected, dist. No. 1. Solon Springs—School will be erected. Beetown—School will be erected; \$5,000. Two Rivers—Archts. Foeller & Schober, Green Bay, have plans for 3-story school. Franklin—District high school will be established.

CANADA.

Claude Boye, Ont.—School will be erected next summer. Woodstock, N. B.—Broadway school will be erected. St. James—4-room school will be erected. Vancouver—High school will be built. Kitsalano—Two schools will be erected. St. Marys—School will be erected; \$35,000.

Plans Wanted.

New Bedford, Mass.—Sketches will be invited for classical, industrial, commercial high school, including heating, etc. Cost, not to exceed \$420,000.

Midland, Mich.—The board expects to rebuild this winter or next spring, the school destroyed by fire. No plans prepared. E. P. Rice, secy.

Hornell, N. Y.—Propose erection of \$30,000 grammar school. Architect not selected. Stephen Hollands, chairman building committee.

Clark College. A comprehensive study of the apprenticeship system in the United States and in the principal European countries. It advocates the combination of apprenticeship with academic training and suggests ways in which this combination can be effected. The monograph throws considerable light on the subject of industrial education as a whole. Bulletin, 1908: No. 6. U. S. Bureau of Education; paper, 8vo., 116 pages.

School Ammunition, for the educational campaign in Kentucky, by Supt. J. G. Crabbe, Frankfort. Paper, 40 pages. Brimful of suggestions for carrying on the campaign for better schools, local taxation, county school boards, high schools, etc.

Teaching the Boy to Save. By William A. McKeever, Manhatten, Kas. Paper, 15 pages, price, 1 cent. This is the second of a series of bulletins to be issued by Prof. McKeever for the assistance of parents and teachers in dealing with problems which relate to the training of boys and girls. It is full of practical, sensible advice and displays wide study of a very commonly neglected problem.

West Chester, Pa., Report of the public schools, by Supt. Addison L. Jones. Paper, 8vo., 60 pages. Includes statistics, course of study, etc.

Report of State Superintendent for Oregon, by Hon. J. H. Ackerman. Paper, octavo, 198 pages. Consists of a comprehensive review of educational conditions and needs of the state, statistics of the public elementary and high schools and higher institutions.

NEW CATALOGUE ISSUED.

Some of the best improvements in the organization and management of schools in recent years found their origin in the commercial world. Thus, school administrators have followed the lead of commercial houses in devising ways and means for economizing time.

Time in factory and workshop is a vital factor in the cost of production, and the recognition of its value has led to the introduction of accurate registering and synchronizing devices. These have taken the form of a master clock, governing uniformly, by means of secondary clocks and signals, every department of a workshop with absolute regularity. An appreciation of the success of such systems has led to the introduction of program clocks in schools, which automatically control the opening and closing of classes, changes from classroom to classroom, etc.

It is surprising to note the perfection which has been attained in the devices placed on the market by the Dey Time Register Company. Their operation is almost human-like in its discrimination.

The firm has just issued a handsomely illustrated catalogue in full color, describing all the various styles of master clocks and secondary clocks, as well as special systems for synchronizing the time in large school buildings and kindred institutions. A copy will be cheerfully sent to any school official or other interested person upon request.

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NEW YORK

SCHOOL HYGIENE: A FACTOR IN PUBLIC ADVANCEMENT.

(Continued from Page 5)

of soul and the spiritual—a reaction against the materialism of the preceding centuries. Not a little of the latter attitude has continued until within our own times. Now we have struck an average, and it is accepted as an axiom that the best mental growth is synchronous and compatible only with the most perfect bodily development. Indeed, the work of Sack, of MacDonald of Washington, of Porter of St. Louis, abundantly proves that, *building upon large averages*, the scholar with the best developed body is the best mentally, and shows the greatest progress up to the twentieth year.

Therefore, I will not stop to argue the question further, but briefly will consider the forces, physical and moral, which have, or ought to have, operated synchronously with the forces intellectual to produce that desideratum, best summed up in Juvenal's "*Mens sana in corpore sano.*"

Fatigue as a Factor.

One of the factors bearing strongly upon the matter foregoing, i. e., parallel intellectual and physical upbuilding, is the relationship of fatigue to activity. Recently I asked a college professor to define fatigue. His reply was: "I've been off on my vacation, and I'm too tired to tell you."

While a physiological analysis is uncalled for, all of us know that muscular action is followed by fatigue in proportion to its severity and duration; also that mental work, likewise, induces brain fatigue, but probably not all of us are aware of the inter-relationship of these functional activities, i. e., that muscular action causes mental fatigue and that mental work produces physical tire. There is a fixed ratio between the one and the other for each individual, albeit that ratio varies remarkably with different individuals. Mosso has perfected an apparatus that accurately determines the fatigue index in such manner that it may be represented in projection; this projection being aptly called "The fatigue curve."

First, however, let me illustrate by a parallel from industrial life. The factory worker is, or ought to be, at his best on arising in the morning. Taking this status as the normal, he begins his day's work with his fatigue point slight-

ly above the normal. It rises during his morning working hours, ascending more rapidly as noon approaches. During the noonday rest it falls considerably, but rises abruptly throughout the afternoon, reaching the highest point shortly before quitting time, the anticipation of which causes a slight fall.

Now, if we examine the statistics of accidents occurring among industrial workers, and classify the casualties in accordance with the time of day at which they happened, we find that, in the aggregate, they vary just as did the artisan's fatigue curve; that is, accidents are fewest in the early morning hours, increase in number toward noon, and mount rapidly in the late afternoon.

The cause is not simple muscular exhaustion. It is due to coincident brain fag. However mechanical the duties of the machine worker may be, a certain amount of concentration is necessary, and as fatigue mounts, attention flags.

It is a gruesome reckoning, but it is safe to say that in any given class of operatives the comparative accident lists are fair indices of (a), the state of efficiency of the employees; (b), of the suitableness of the hours to the character of the work; (c), of the quality and fitness of the machinery to its purposes; (d), of the provisions for the health, comfort and recreations of the employees—in short, of the mental, moral and physical state of man and plant.

Fatigue Curve in Schools.

Let us now apply the ergographic method of Mosso to the scholar, determine his fatigue curve and draw a few inferences therefrom. Naturally, we find that the curve shows a general tendency to go up as the day advances, and particularly to rise with extreme rapidity during the afternoon, but instead of exhibiting an almost uniform accession, as in the industrial class, it rises and falls in accord with the nature of the work, its duration and the pauses between lessons, although influenced in a lesser degree by the character and aptitude of the student, his state of health and minor inci-

dents. Thus, in the case of a given student, a lesson in arithmetic may produce much greater fatigue than a lesson of the same length in geography or grammar, while in another scholar the reverse may be the case. Or, a thirty minute period in a certain subject may show slight fatigue, while a forty-five minute period may show double the amount, etc.

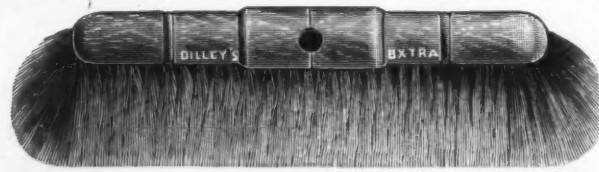
The deduction is that we have a fairly accurate method of collecting data as to variations in the mental state of the scholar, under varying conditions, by means of recording the induced muscular fatigue that by collating a sufficient mass of this data we can determine the relative mental effort expended in pursuing certain studies, the time necessary for recuperation, the desirability of following or changing certain methods, and the benefits resulting from varying the conditions and surroundings.

We would infer from our general knowledge that all things conducive to physical well being and proper development tend to keep low the fatigue curve, and such is the case. The investigations of Bach and Netolitzky have obtained results in strict accord with general hygienic laws—hence the revelations have not been startling. By sufficiently large data disputed points have been settled, which theoretically or argumentatively might ever have remained open questions, and we are thus enabled better to adjust our methods to our pupils.

Graded Length of Sessions.

The discussion of these pedagogic factors would try your patience, hence I will touch upon only a single phase, which has greatly impressed me. In many, if not most, of our school systems the hours of the session and the length of the term are the same for all grades—primary, grammar, high school. I have long been of the opinion that this is a grave error. In primary grades not only should periods be short-

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**BRUCE'S
SCHOOL ARCHITECTURE**

THIRD EDITION—GET A COPY

er and pauses longer than in the higher grades, but intermissions should be more frequent and both session and term should be based on the average age ratio of the pupils in each division. If these averages are as 8:12:16, then primary sessions should be half as long as high school sessions and pauses twice as long.

The growth of the child in stature practically ends at the fourteenth year. Bodowich has shown that, on the average, American school children grow in height only 3 cm. after the age of 14, and in southern countries the increment is still less. Growth is uniform during the first ten years of life, thereafter it is irregular and even spasmodic to the age mentioned. Hence the extreme importance of furthering nature as much as possible during this growth period instead of molesting her. And certainly overconfinement, excessive study and enforced quietude—the last by no means the least—are powerful opposing forces. Burgerstine strenuously advocates, as a general principle, fifteen minute pauses after each forty-five minute period, during which no study is permitted, and wherein the child is "turned out to breathe."

This is sound doctrine. Defiance of it arises from lack of understanding of child nature—from presumable difficulties in carrying out the arrangement, or supposed effects upon discipline. It is not unusual for teachers to commend the quiet child. The noisy child is the normal child. But principally we are imbued with the erroneous idea that it is good to teach the young pupil to the limit of his young capacity. Nothing pertaining to teaching is more pernicious.

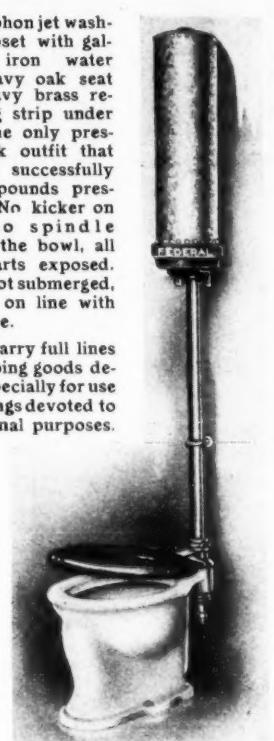
The following observations of Axel Keys have been confirmed by more recent investigators: (a) There exists a definite ratio between the

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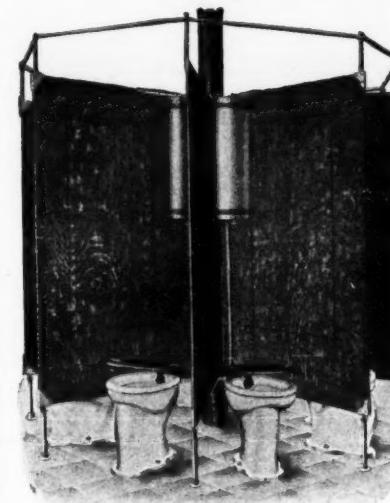
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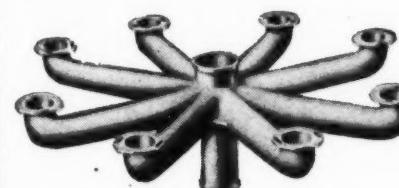
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Kelly Octopus fitting (patents applied for), when set in place, completes the roughing in for eight water closets. Note that this fitting is a one-piece casting.

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WRITE FOR CATALOG

Cleveland, O. A complete inspection of all the public school buildings has been undertaken by a local inspection bureau with the approval of the board of education. Every detail of construction and arrangement, including boiler rooms, wiring, stairs, fire escapes, exits, etc., will be subjected to a rigid examination. It is believed that the inspection, as proposed, by disinterested experts, will prove valuable in uncovering defects and suggesting expedient remedies.

SPECIAL STUDIES.

Laundry work has been added to the domestic science course in the public schools of Manchester, Conn. Supt. Verplanck has reported to the board that the work is of profit and interest to the girls in the course.

Salt Lake City. The sewing classes in the grade schools are engaged in making United States flags for each class. A large flag is to be made for the city and county buildings and a huge flag is planned for the local G. A. R. post.

The city of Rochester is the first to avail itself of the law passed by the New York state legislature permitting the establishment of trade schools. President Forbes has announced that a school will be formed immediately for fifty pupils, with accommodations for double that number by the opening of the next school year. As the demand makes itself felt the school will offer two years' training in the metal and woodworking trades, carpentry and cabinet-making, steam-fitting and plumbing, machine shop and foundry work.

Eleven "gymnasium" closets have been installed in the new school building at Big Rapids, Mich. The closets are manufactured by the Federal-Huber Co., Chicago.

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TUBERCULOSIS FIGHT IN SCHOOLS.

One of the important problems which medical authorities find in the advancement of school hygiene is the treatment of tubercular children in the elementary schools. While a great deal has been said and written and legislated for the teaching of temperance, it is remarkable that but little has been taught in the schools to stamp out the white plague, which takes two out of every ten inhabitants of the United States. Interesting at the present time is a statement of the National Society for the Study and Prevention of Tuberculosis on the status of the campaign against the disease as it affects the schools.

According to this, the first public school for consumptive and preconsumptive children to be established in the United States was opened in Providence, R. I., last January. The sessions were held entirely in the open, and the benefits of the fresh air treatment were combined with the teaching and training of the public schools.

"This experiment led to other movements, both public and private. The Brookline Anti-Tuberculosis Society opened a school for the tuberculous children in July, which is successfully conducted. In Boston a school for consumptives was opened under private auspices in July, it being the intention to keep it open for the summer months only, but so successful were the results of this work that the city school authorities recently decided to take over the work and set aside a permanent building for this purpose. In Pittsburg a similar school was opened in September, and the marked benefits which the children have already received from this training have led to its enlargement. The board of education of New York City has granted a teacher to the Bellevue Hospital day

opened on three sides and constructed as to furnish unlimited supply of fresh air without drafts. Boards and other paraphernalia are just the same as in the regular school. The children study and recite in classes even during the coldest weather, the percentage of colds among them being less than among children in the ordinary school. Clothing and wraps and hot soups are provided in cold weather. As a result, the rate of consumption among the pupils is constantly under medical care and attention, and periodical examinations. Special arrangements are made for the disposal of sputum, and for the cleaning of furniture and equipment.

"In addition to these special schools, several of the states have adopted the important facts about tuberculosis in the lower grades of the public schools. Michigan was the first state to take measures of this kind. By the act of 1905, public schools are required to give instruction on the nature of tuberculosis and other contagious diseases. In New Jersey practical steps are being taken by teaching the children in the schools a set of aphorisms concerning tuberculosis. In Massachusetts a section on the dangers and prevention of consumption is inserted in all of the physiology books. In the District of Columbia a special course has been provided in which instruction concerning sleeping in the open air, dangers of spitting, the way to prevent tuberculosis, and other kindred topics, is given. This is the latest city to adopt the method of educating children about consumption. And within a few days a 'Tuberculosis' book will be in the hands of every pupil in the public schools. In North Carolina a section on tuberculosis, placed in all the physiology books, is taught to all of the children. Similar steps are being taken in a systematic campaign of educating school children by means of lectures and pamphlets. Many other cities of the country are following this plan. A petition has been presented to the governor of South Carolina that a text book on tuberculosis be used in Washington, D. C., and in the schools. Several of the other states are taking steps along similar lines.

"This movement for the protection of school children on the cause of consumption is receiving a hearty response, and experts on this subject conclude in five years the majority of the school children in the United States will be taught the evils and dangers of tuberculosis and leave the lower grades of the public schools.

At the international typewriting competition at Madison Square Garden, New York, Miss Rose L. Fritz again demonstrated the supremacy over all competitors by winning the silver trophy, value \$1,000, and Mr. Coombes won the gold medal as champion typewriting amateur.

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camp for the purpose of conducting a school there, and a consumptive teacher has been secured to teach the consumptive children. This school will be conducted on the deck of an old ferryboat.

"In all of these schools the children kept in the open air all day long. Most of the buildings used are on three sides and are so constructed as to furnish unlimited supplies of air without drafts. Desks, blackboards and other paraphernalia are provided same as in the regular institutions. Children study and recite in the open air, facing the coldest weather, and the percentage of colds among them is far smaller among children in the ordinary schools. Caps and wraps and hot soapstones are used in cold weather. As a rule the teacher and the pupils is tubercular. All are under medical care and are subjected to annual examinations. Special care is taken in the disposal of sputum, and for cleaning and equipment.

In addition to these specially conducted schools several of the states have required that important facts about tuberculosis be taught in the lower grades of the public institutions. Michigan was the first state to adopt this kind. By the act of 1895, the schools are required to give instruction in the nature of tuberculosis and other infectious diseases. In New Jersey progressive steps are being taken by teaching the children in the schools a set of aphorisms on consumption. In Massachusetts a section on the nature, prevention and treatment of consumption is included in all of the physiologies. In the University of Columbia a special text book has been provided in which instruction is given in the dangers of sleeping in the open air, the dangers of spitting, the way to prevent consumption and other kindred topics. Dallas, Tex., the first city to adopt the method of teaching children about consumption in the schools, within a few days a 'Tuberculosis Primer' was in the hands of every pupil in the public schools. In North Carolina a separate section on tuberculosis, placed in all the physiologies, is taught to all of the children. In Baltimore steps are being taken to carry on a similar campaign of education among the children by means of lectures and circulars. Many other cities of the country are carrying this plan. A petition has been sent to the governor of South Carolina requesting that a text book on tuberculosis similar to that of Washington, be placed in the public schools. Several of the other states are also taking steps along similar lines.

The movement for the popular education of children on the causes and dangers of consumption is receiving a great impetus, experts on this subject conclude that within two years the majority of children in the United States will be taught concerning the causes and dangers of tuberculosis before they reach the lower grades of the public schools."

In the international typewriting contest at Madison Square Garden, New York, Oct. 20-22, Rose L. Fritz again demonstrated her supremacy over all competitors by winning the trophy, value \$1,000, and Mr. Leslie H. Smith won the gold medal and title of best typewriting amateur.

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A physiology for secondary schools, by Geo. W. Fitz, has been published by Henry Holt & Company. The book treats of the use of alcoholic drinks and other narcotics in a separate chapter.

The publication of a new and enlarged series of "Pitman's Shorthand Weekly" magazine has been begun by the English house of Isaac Pitman & Sons. A serial feature is to be explanatory talks with shorthand students. The system will be fully described in a pleasant and attractive style, and information will be furnished on many points of importance to students. Departments devoted to "First Steps in Business" and facsimile notes will be regularly conducted. The subscription rate is \$1.75. American subscribers are supplied through the New York house.